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THE UNIVERSITY OF ALBERTA

Role Analysis of Resource Room Teachers of Children with Learning Disabilities in Alberta

by

© Sardar Lal Mattu

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF Doctor of Philosophy

Educational Psychology

EDMONTON, ALBERTA

FALL, 1985

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Role Analysis of Resource Room Teachers of Children with Learning Disabilities in Alberta submitted by Sardar Lal Mattu in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

Supervisor

External Examiner

Date August 22, 1985

DEDICATION

To my parents for showing me the way, and their belief in me. To my wife, Deep, and my children, Sunil, Neena and Ravi for their patience, understanding and encouragement. They all share equally the honour of successful completion of this study.

ABSTRACT

This study analysed the role of resource room teachers of children with learning disabilities in Alberta using the four dimensions of role analysis modes as conceptualized by Gordon Allport (1961). The first dimension examined the "role expectations" held by various alter groups - regular classroom teachers, school and district administrators, parents of children categorized as learning diabled, university professionals directly involved in training resource room teachers and special education consultants associated with the Special Educational Services Branch of Alberta Education. The second dimension investigated the "role perceptions" held by resource room teachers themselves. The third examined the role "actually performed" by resource room teachers. With information gathered from these three components, differences between "role expected", "role perceived" and "role performed" were determined. Finally, the fourth dimension examined the role "most accepted" by resource room teachers across the province. Using these four dimensions, this study also examined the differences and similarities in the role variables and situational variables. These included differences between counties, districts, divisions as well as urban and rural jurisdictions.

Measurement and sampling for this study involved four procedural steps and samples: (1) A stratified sample of 504 respondents were drawn for the "role expected" through an open-ended questionnaire that was used by McLoughlin(1973) in his study of role analysis of resource room teachers of children with learning disabilities and mental retardation. The questionnaire contained seven major aspects of the role: role name, relationships, responsibilities, functions, skills, personal qualities and environmental factors (physical/psychological hindrances and facilitators). (2) Using the same questionnaire, a stratified sample of 214 resource room teachers was drawn for "role perceived". (3) A further sample of 36 resource room teachers was selected through cluster sampling techniques. These teachers were observed and interviewed using McLoughlin's questionnaire as a guide to gather data to determine the "role performed" by them. (4) Finally, a stratified sample of 321 resource room teachers was surveyed through an opinionnaire (similar to McLoughlin's 1973 instrument) using items from the "role expected", "role perceived" and "role performed" profiles to determine the role "most accepted" by them.

The results of the study were presented in eight profiles. Analysis of these profiles showed:

1. For the "role expected", there was agreement among various alter groups only in the broad responsibilities expected of resource room teachers. Variation was noted in all the other role aspects. Situational variables indicated that regular classroom teachers from various types of jurisdictions showed consensus only in the areas of major responsibilities and psychological factors that facilitated role performance. There was no consensus among school and central office administrators from various types of jurisdictions in any category of role expectations.

2. Regardless of the type of jurisdiction, resource room teachers showed consistency in "role perceptions" of themselves.

3. Information collected through on-site observations and interviews revealed similarity and consistency in the "role performed" by resource room teachers in rural as well as urban settings.

4. The three profiles of roles "expected", "perceived" and "performed" showed minor differences. There was greater overall consensus between "role expected" and "role performed".

5. Regardless of the type of jurisdiction, resource room teachers showed consistency in what they regarded as the "role most acceptable".

Practical implications include recommendations for institutions and individuals involved, internally or externally, in the training, funding, hiring, supervision and evaluation of resource room teachers. Several suggestions have been made for future research into other related areas that could generate new knowledge about resource rooms and those responsible for their operation.

ACKNOWLEDGEMENTS

I would like to express appreciation to the many people who made the completion of this study possible. While it is not feasible to mention everyone individually, I would like to recognize Mrs. M. King and Mrs. D. Wilkinson of the Wainwright School Division, and Mrs. J. McPhee of the Jasper School District for their assistance in the observation and interviews of resource room teachers and in the coding and collation of data.

This study would not have been possible without the co-operation of local school superintendents who encouraged their central office, school supervisory and administrative staff, and regular and resource room teachers to participate in the study. They also made it possible to identify, observe and interview resource room teachers. Thanks are also extended to the individual respondents from jurisdictions throughout Alberta, to personnel from Alberta Education and to the universities in Alberta who participated in all phases of the study. I am particularly indebted to parents for their willingness to be interviewed and to share their expectations of the resource room teachers who were dealing with their learning disabled children.

Sincerest thanks are extended to my doctoral dissertation committee members: Dr. H. Janzen, Dr. J. Paterson, Dr. C. King, of the Special Education section of the Department of Educational Psychology, and Dr. G. McIntosh, of the Department of Educational Administration, for their expertise in contributing to the inception and design of the study.

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1. INTRODUCTION

1.1 The Purpose of the Study

The purpose of this study is to analyze the role of resource room teachers who teach children with learning disabilities. This role was studied using the four dimensions of role analysis modes as conceptualized by Gordon Allport (1961). The four dimensions investigated were:

1. The "role expected" of resource room teachers by various alter groups. These alter groups included regular classroom teachers, central office and school administrators, parents of children categorized as learning disabled, special education consultants and other personnel associated with the Special Educational Services Branch of Alberta Education, and trainers of special education teachers at the universities in Alberta. Data were collected through the use of open-ended questionnaires.

2. The "role perceived" by resource room teachers themselves. Resource room teachers were polled with an open-ended questionnaire to obtain data for this phase of the study.

3. The "role performed" by resource room teachers. Data concerning this aspect were collected through on-site teacher observations and interviews.

4. The "role accepted" by resource room teachers themselves. Resource room teachers throughout the province were polled with an opinionnaire to collect data for this role dimension.

It is hoped that clarification of the role of resource room teachers in terms of above dimensions would assist these teachers in providing effective educational programmes to those children identified as learning diasabled.

1.2 Organization of the Thesis

In Chapter I an outline of the research area is presented. It emphasized that although the school accepted primary and distinctive responsibility for specific goals basic to the broader goals of education, it was only one of the agencies involved in the overall education of children. The actual implementation of the programme in a resource room depended on the role assumed by the teacher responsible for the functioning of children in that room. The manner in which this role was conceptualized was determined by the influences exerted by the alter groups who participated in the education of these children. Hence, it was important that the parents of the children, regular classroom teachers, school and central office administrators, trainers of special education teachers, special education consultants and personnel from Alberta Education be involved in the genesis of the teacher's role conceptualization.

In Chapter I, the four dimensions of investigation in this study are examined in a number of areas (Figure 2, page 11) and the importance of the study for all the alter groups emphasized. Guidelines to improve both the quality and relevance of instruction for the learning disabled student arose as a function of the analysis. Definitions used in the study were clarified and the impact of the findings of the thesis articulated.

The related literature is reviewed in Chapter II. This review was organized into five main categories. First, existing definitions of learning disabilities were assessed. Second, the theoretical framework forming the basis for this study in terms of role theory and the sociopsychological viewpoint of perceptions were outlined. Next, two categories regarding "role definition" and "role expectations and role behaviour", as perceived by relevant authors and researchers, were defined. Finally, text book reviews, studies of role analysis itself, of role analysis specific to resource room teachers, of Alberta documents, and of other related studies completed the summarization of germane research. In addition, the personal qualities and skills required by a successful resource room teacher were examined.

The methodology and the research used in this study is outlined in Chapter III. Details on the procedure through which the research instruments were selected and/or developed were provided. The description of the sample and the procedures for data collection and analysis were described.

Chapter IV is a descriptive analysis of collected data. Certain relevant personal information about the respondents is included to supplement their responses. Analysis of the data was, furthermore, organized to correspond with both the major aspects of role investigated in Chapter I, and with specific questions which arose as a function of that chapter's premises.

Conclusions and implications of the study, as well as recommendations for future research, are contained in Chapter V. The appendices present various profiles of "role expected", verbatim compilation of comments volunteered by various respondent groups, statistical information for "role accepted", and samples of the instruments used in the study.

1.3 Introduction to the Problem

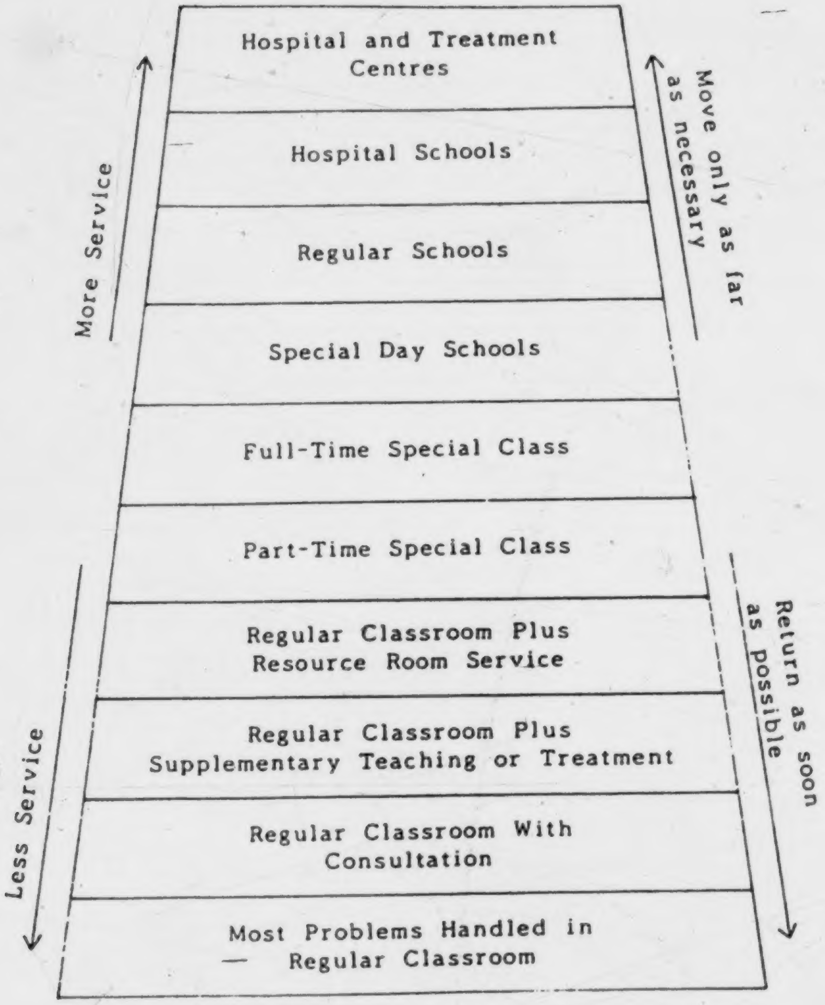
The Alberta School Act (1970) stated that every child was entitled to an education. In fact, the Act stated that every child between the ages of six and sixteen must receive an education. Local School Boards and the Provincial Government were responsible for the provision of financial support for education, the training of teachers for the schools, and the provision of educational premises.

Of immediate concern to parents, teachers and administrators was the provision of appropriate educational placements or settings which would provide the greatest benefit for students. Educators in Alberta, as elsewhere, recognized that there were many possible arrangements for educating those possibly afflicted with various physical, mental and/or other learning disabilities. The most common arrangements were outlined in the Cascade Model (Worth 1971) as presented in Figure 1.

Although there was no mention in the government documents of resource rooms for children with learning disabilities in the province prior to 1972, communications received from personnel from various school jurisdictions and institutes of higher learning, attest to the presence of such facilities and programmes for population categorized as learning disabled. However, by this time, as a result of strong parental pressures for greater diversification of programmes for exceptional children and revision of special education grants as per provincial regulations, resource rooms for children with learning disabilities acquired further momentum. The revision of special education position

Figure 1

The Cascade Model


Hospital and Treatment Centres
Hospital Schools
Regular Schools
Special Day Schools
Full-Time Special Class
Part-Time Special Class
Regular Classroom Plus Resource Room Service
Regular Classroom Plus Supplementary Teaching or Treatment
Regular Classroom With Consultation
Most Problems Handled in Regular Classroom
More Service
Less Service
Move only as far as necessary
Return as soon as possible

Source: W. Worth (Ed.) A Choice of Futures: Report of the Commission on Educational Planning. Edmonton: Queen's Printers for the Province of Alberta. 1972. p. 71.

grants led to greater flexibility of educational arrangements extending specialized services to children in a variety of settings (Figure 1).

As indicated in government documents, the term "Resource Room" referred to a setting most commonly used for providing educational programmes for pupils with learning disabilities. The intent of these rooms was to provide specific remedial instruction for certain periods of time each day to students identified as learning disabled. For most of the time they were placed in regular classrooms.

Although the school accepted primary and distinctive responsibility for specific goals basic to the broader goals of education, it was only one of the agencies involved in the overall education of youth. The home, the church, the media and the community at large all exerted a very significant influence on children. Therefore, it seemed reasonable to assume that the achievement of the broader goals of education be viewed as a shared responsibility of society at large. It followed from this assumption that maximum learning would occur only when the efforts and expectations of various agencies affecting children complemented each other (The Goals of Basic Education for Alberta, 1978).

It appeared, then, that a study investigating the role of resource room teachers should have included all thouse who might have been directly or indirectly involved in the education of learning disabled students in any school system. It was anticipated that educators' and parents' expectations of the role of resource room teachers and the perceptions of resource room teachers themselves, if understood clearly, would have influenced the extent to which resource room teachers were able to provide quality education for those entrusted to them.

1.4 Background of the Study

Over the last few years, the present investigator had considerable involvement in the area of special education in Alberta, both at the school district level and at the provincial level. The opportunity was available to observe resource room teachers in a teaching situation, to establish programmes for the learning disabled, to function as a consultant to school jurisdictions in the development and implementation of programmes, and to conduct in-services and workshops on a province-wide basis for those parents and teachers involved specifically in the instruction of youngsters categorized as the learning disabled. This experience has led to the perception about the existence of a general confusion about the role of a resource room teacher.

Further probing into the situation revealed an apparent discrepancy between, first, the perceived function of the resource room and, second, the activity that was actually taking place within this facility. Even resource room teachers themselves exhibited a similar confusion about the roles they perceived themselves to have versus the actual functions they performed. The expression of such concerns - especially when those topics were mentioned by those directly involved in the educational process was a healthy sign. The timing was appropriate for learning and, if necessary, subsequent change.

It has been contended (Ward, 1978) that education was even more important for those identified as learning disabled than for so called "normal" students. This statement was especially true when one considered that what most students learn incidentally must be taught specifically to learning disabled students.

If success or failure in the concrete application of special education programmes depended on the teacher, then the onus was on the school systems and, especially, upon the cornerstone of any programme - the TEACHER. It was the teacher's responsibility to be sensitive to and aware of the needs of the child and to be a genuine and caring human being who would challenge the child in order to facilitate maximum growth (Draft Philosophy of Special Education, Department of Education, 1978). Mattu and Duncan (1978) state that it is "The Singer, not the Song"; it is the teacher who is the key to learning. The Report of the International Commission for the Development of Education (UNESCO, 1973) under the title "Learning to Be", stresses the need for change and indicates that where content and methods are concerned, no educational law, force or decree, no legislation can mandate more adequate instruction. This can only be achieved through the classroom teacher.

In Alberta, the increase in Special Education Teacher Positions was so rapid that it became a matter of great concern to those who approved such positions - the Alberta Government (specifically Alberta Education) - and also to those who were recipients of grants for such positions - the local school jurisdictions. The Government was concerned because of the accelerating rate at which these positions were increasing. The recipients were concerned because the grants received from the Special Education Teacher Position funding had to be supplemented with funds from the general educational budgets of the respective jurisdictions to implement a suitable special education programme. In the four school years between 1971-72 and 1975-76, the number of teaching positions rose from 584 to 1250 - a truly phenomenal growth of 114%. A major portion of this increase was due to the introduction of "resource rooms" which were designed to help pupils falling into the learning disabilities category. Difficulties in filling teacher positions and in obtaining sufficient professional support services accompanied this increase.

Such difficulties resulted in a freeze on approval of any new special education positions falling under Category B. This category, included the learning disabled, the educable mentally handicapped, the socially maladjusted and the language deficient, and enabled the operation of facilities such as resource rooms, opportunity rooms, learning assistance centres, education clinics and itinerant services. The freeze was imposed by the Minister of Education of the Province of Alberta, who stated that there was little hard evidence of the benefits of instruction in resource rooms. Studies which investigated the effectiveness of resource room versus regular classroom instruction did not demonstrate conclusively the advantages of the resource room over the regular classroom (Sabatino, 1971; Brigadoon Project, 1973; Warner, 1953; Rhodes, 1976). Citing such inconclusive background evidence, the Minister commissioned a study to examine critically the Special Educational Services provided in Alberta and to determine the usefulness of such facilities. Subsequently, Alberta Education produced the Special Education Study (Archie McKenzie) in the summer of 1977. Recommendations were presented in five sections. The recommendations contained in Section III of the report were, for the purposes of the present study, most relevant and significant. This section dealt with "The Perceptions of Alberta Special Class Teachers and their Administrators of their roles as a resource to Regular Class Teachers". The study recommended that school systems, in consultation with Alberta Education, develop guidelines, job descriptions and role expectations for resource teachers; provide orientation to teachers and administrators; implement the necessary in-service programmes; and recommend to Alberta University Faculties of Education that consideration be given to including the support role of Special Education teachers in pre-service programmes.

No action on those recommendations was taken. As a result, no help in the identification of role perceptions and role expectations was forthcoming. As indicated earlier, the clarification of the role itself would have significant bearing on all aspects of the above recommendations.

In a presentation to the Senate of the University of Alberta (February 24th, 1978), members of the Edmonton Association for Children with Learning Disabilities reiterated their belief that only by a substantial improvement in the expertise of those working with the learning disabled could any real progress in the area be possible. Members of the Association were convinced that this was an appropriate matter for Senate consideration because special training in the professions, generally, and of teachers of children with learning disabilities, specifically was, a University responsibility. It was also in keeping with the Senate's role of inquiring into matters "that tend to enhance the usefulness of the University." It was hoped that this would result in the re-evaluation of teacher training programmes, and would focus, as well, on the implementation of in-service and pre-service programmes within the Province of Alberta.

The Executive Committee of the Senate considered this request and agreed in principle that the special training of the professionals was primarily a University responsibility. Consequently, on April 24th, 1978, the Senate created a Task Force with a mandate to examine the needs of children and others with learning disabilities and to determine the implications of these needs both for the universities and other institutions that were responsible for the training of the helping professionals and for the agencies that employed them (Task Force Report, 1979).

The Report of the Task Force was presented to the Senate in April 1979. Three of the recommendations are of particular relevance to this study. First, the report recommended that the provincial government make funds available to unversities for the training and upgrading of the resource room and special class teachers needed to staff the extended programmes for the learning disabled. Second, it recommended that faculties or schools of Education, Medicine, Nursing, Social Work and Rehabilitation Medicine develop programmes to ensure that all their graduates would have a basic knowledge of normal child development, characteristic of learning disabilities and associated behaviours, the use of observation methods and informal diagnostic procedures, the referral and remediation systems available and expertise in communication skills, especially with children and their families. Third, it recommended that Alberta Advanced Education and Manpower, in consultation with Colleges and Universities, fund the development of specialized courses and programs in learning disabilities across all the departments and schools involved in training professionals in the helping professions (pp. 31-40).

In general, it may be concluded from these recommendations that the medical, educational and social services professions did not possess sufficient background in the area of learning disabilities to enable them to deal effectively with those categorized as learning disabled. In reference to school setting, it seems that clarification of the role of a resource room teacher would have enabled the Government and the universities to develop undergraduate and graduate courses for the training and upgrading of resource room teachers which, in turn, would have enabled the latter to function more effectively in their classrooms.

1.5 Statement of the Problem

The purpose of the present study is to perform a role analysis of resource room teachers - teachers of children with learning disabilities - through the application of a slightly modified model of role analysis as conceptualized by Gordon Allport (1961). Allport's four dimensions model included:

1. the "role expected" by administrators,
2. the "role perceived" by the resource room teachers themselves,
3. the "role performed" by the resource room teachers themselves,
4. the "role accepted" by the resource room teachers.

The investigation in this study proceeded from Allport's conceptual model to the framework presented containing the indications of the four dimensions and the variables to be measured in Figure 2 (p. 11). This framework was useful because it illustrated relationships among variables which could be explored. For example, the role of the resource room teacher (role variables) might be quite different in a school county from a school division (situational variable), or it might vary between the urban and rural settings. It might be different in terms of expectations, perceptions, actual role performed, and role accepted.

Within these considerations, the dimensions of the role of resource room teachers investigated in the present study could be stated as follows:

1. **Role expected by various alter groups**
    i. What role did the regular classroom teachers, school and central office administrators, special education trainers at the universities, Alberta Education personnel, and parents expect resource room teachers to perform?
    ii. Did each of these groups expect different roles of resource room teachers?
    iii. Was there a discrepancy between the expectations of parents and educators?
    iv. Did the type of school jurisdiction result in different expectations by the regular classroom teachers, school and central office personnel of its resource room teachers?

2. **Role perceived by resource room teachers**
    i. What was the role of a resource room teacher as perceived by resource room teachers?
    ii. Did the type of school jurisdiction result in differences in resource teacher roles that is perceived by resource room teachers?

3. **Role performed by resource room teachers**
    i. What was the actual role performed by resource room teachers as reported by an observer?
    ii. Did the type of school jurisdiction result in differences in the role performed by resource room teachers as reported by an observer?

4. **Differences in role expected, role perceived and role performed**
    i. Were there differences in the role expected, role perceived and the role performed?

5. **Role accepted by the resource room teachers**
    i. What was the role most acceptable to resource room teachers?
    ii. Did the type of school jurisdiction result in differences in the role accepted by resource room teachers?

1.6 Definition of Terms

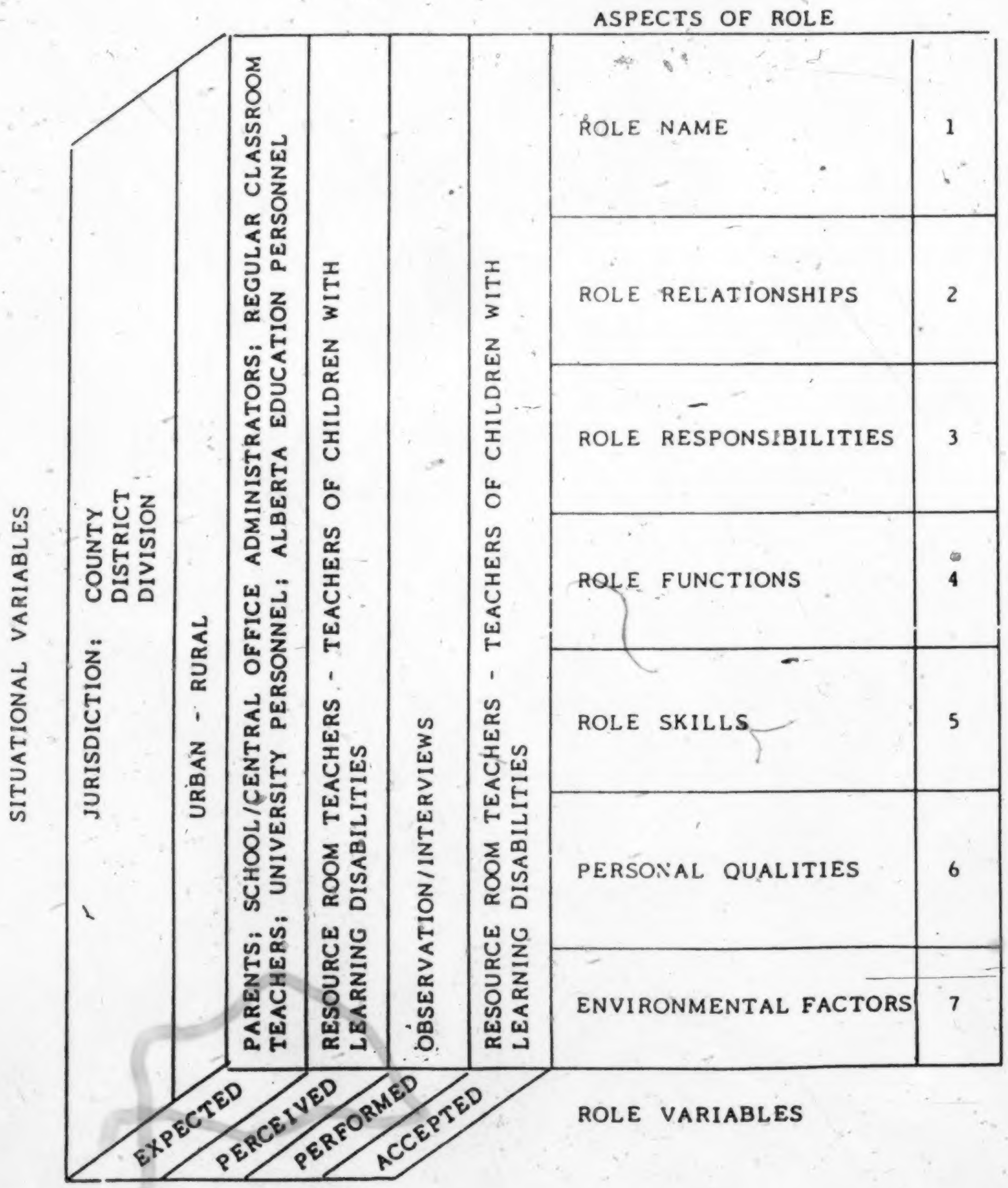
For the purpose of clarification, the following definitions were adopted for this study. Other terms which arose in the course of the study are defined when they are introduced.

Learning Disabilities: Considerable controversy and uncertainty existed regarding what actually caused and constituted a learning disability (Chapman, Boersma and Janzen, 1978). However there was a general consensus that learning disabled children were primarily

Figure 2

Conceptualized Model of Variables

To Be Measured in This Study


ASPECTS OF ROLE
SITUATIONAL VARIABLES
JURISDICTION: COUNTY
DISTRICT
DIVISION
URBAN - RURAL
PARENTS; SCHOOL/CENTRAL OFFICE ADMINISTRATORS; REGULAR CLASSROOM TEACHERS; UNIVERSITY PERSONNEL; ALBERTA EDUCATION PERSONNEL
RESOURCE ROOM TEACHERS - TEACHERS OF CHILDREN WITH LEARNING DISABILITIES
OBSERVATION/INTERVIEWS
RESOURCE ROOM TEACHERS - TEACHERS OF CHILDREN WITH LEARNING DISABILITIES
ROLE NAME
1
ROLE RELATIONSHIPS
2
ROLE RESPONSIBILITIES
3
ROLE FUNCTIONS
4
ROLE SKILLS
5
PERSONAL QUALITIES
6
ENVIRONMENTAL FACTORS
7
EXPECTED
PERCEIVED
PERFORMED
ACCEPTED
ROLE VARIABLES

characterized by their "significant" below grade-level performance in one or more academic subjects despite their normal intellectual, physical, emotional, social and cultural backgrounds (Chalfant and King, 1976; Ross, 1976). A detailed discussion about difficulties with defining precisely the term "learning disabilities" is contained in Chapter II.

This study used the specific definition of learning disabilities published in the Alberta Education publication (Habiak, Baker and James, 1974). According to this definition, a learning disabled child was:

> a child having average or above average intelligence who shows a significant discrepancy between his or her estimated intellectual achievement and the actual level of performance, and who is achieving significantly below that of his peers. The severity of the disability does not warrant placement in a special education (segregated) classroom (p. 6).

Learning Disabled Students

In its singular or plural form, this term is used to refer to students who display an educationally significant discrepancy between their estimated potential and their actual school performance which cannot be explained in terms of intellectual, experiential, sensory or physical problems (Hewett, Foorness, 1974). This educational discrepancy was identified by psycho-educational diagnosis conducted by a system psychologist and/or psychologist consultants as required by the Provincial Government regulations.

ResourceRooms:

As used in government ducouments, this term referred to the setting most commonly used for providing educational programmes for pupils with learning disabilities. Resource rooms were organized to provide remedial instruction to students categorized as learning disabled, employing criteria outlined in the operational definition of learning disabilities. Placement and length of time in a resource room was determined by the specific educational needs of the individual pupil. In many jurisdictions, other terms such as adaptation room, learning assistance centre or remedial room were used, yet the functions were identical to those of resource rooms.

Category B Positions:

This term referred to Special Education Teaching Positions designated to teach mildly handicapped pupils. Resource rooms for the learning disabled children fell in this category.

Special Education Teaching Positions:

These were teaching positions approved for funding by Alberta Education under Section 5 of the School Grants Regulations. The Deputy Minister approved each full-time special education teaching position in which a teacher was employed by a board exclusively for teaching special education extension students or pupils requiring special education. Following this approval, a grant was paid to school boards on behalf of teachers offering a special education programme for those pupils who were educable mentally retarded, learning disabld, socially maladjusted, language deficient, trainable mentally retarded, hard of hearing, deaf, partially blind, have speech disorders, homebound, institutionalized and/or severely learning disabled.

Role:

For the purpose of this study, the role was functionally defined as consisting of the same seven aspects as described by James A. McLoughlin (1973) in his doctoral dissertation (page 37):

1. role name - what the teacher's position was called,
2. role relationships—
    a. with whom the teacher worked,
    b. the nature of the relationship (colleague, superior or subordinate), and
    c. the reason for contacts,
3. role responsibilities - the major categories for role activities,
4. role functions - the specific activities for each role responsibility,
5. role skills - the abilities needed to perform the role,
6. personal qualities - the teacher personality variables required by the role,

7. environmental factors - physical and psychological variables which hindered and/or assisted role performance.

Role Analysis:

This term referred to the investigation of the role of resource room teachers across four dimensions:

1. the "role expected" by parents, regular classroom teachers, school and central office administrators, Special Education trainers at the Universities and the Alberta Education personnel;
2. the "role perceived" by the resource room teachers studied;
3. the "role performed" by resource room teachers as observed by an observer;
4. the "role accepted" by the resource room teachers studied.

1.7 The Importance of the Study

Resource room teachers occupy a vital role in the teaching of children with learning disabilities. Clarification of their role should lead to greater efficiency and communication with the educational system. This is the objective of this study.

The present investigation is significant for a number of reasons. Resource room teachers who are directly involved in the instruction of learning disabled youngsters could avoid much frustration through exact knowledge of their job expectations. This information should alleviate any conflict between their conception of their role and others' expectations of them. Role clarity would also determine how effectively and harmoniously resource room teachers could work with educators and others. Furthermore, it would enable resource room teachers to offer much more systematic instruction to those entrusted to their care.

Clarification of the role should also assist the regular classroom teachers who are responsible for the overall instruction of the learning disabled. Having a child with learning disabilities in the classroom is a source of anxiety for a regular classroom teacher. Educating such a child requires much additional time and effort in observation of the child, documentation of abnormal behaviour, knowledge and expertise in the handling of the situation in the regular classroom and/or referral to a resource room. A clear understanding of the role of resource room teacher could facilitate this process.

For parents, a learning disabled child in the family creates an atypical environment which affects all members emotionally, as well as in other ways. (Task Force, 1979). Parent feelings of disappointment, guilt and inadequacy coupled with an inability to cope with their child's behaviour often force them to make unusually high demands on educational personnel. In desperation, parents seek information about learning disabilities and diagnostic and prescriptive techniques. It is hoped that the resource room teacher with a clearer understanding of the role would be able to better assist parents.

Specific definition of the role of the resource room should enable school and central office administrators who are involved in the administration of the programmes to integrate effectively resource room teachers into the personnel framework. It should also allow administrative staff to avoid the unrealistic demands made on resource room teachers. Finally, it should help them in the selection, supervision and evaluation of these teachers.

A clearer role definition should also improve accountability. The groups providing funding and direction for the Special Education Teacher Position - Alberta Education and, in particular, the Special Educational Services Branch would be able to examine the efficacy of resource room programmes more easily, for such an evaluation would of necessity include an examination of the roles of the teachers involved in such programmes.

Those who train teachers - the Universities of this province - to fill the Special Education Teaching Positions would be in a better position to provide training and upgrading for resource room teachers. Specialized courses and programmes in learning disabilities could be developed based upon the conmpetencies required in order to offer the most adequate services to the learning disabled child.

Finally, those who are identified as learning disabled would be able to receive more systematic services from teachers who are aware of their role expectancies and who have access to adequate pre-service and in-service training. It is anticipated that concerns expressed earlier regarding the state of confusion surrounding the role of the resource room teacher, as well as the concerns regarding teacher expertise expressed by the Edmonton Association for Children with Learning Disabilties in its presentation to the

Senate of the University of Alberta (1978), could - as a result of this study - be alleviated. Furthermore, implementation of some of the recommendations contained in the Alberta Special Education Study (1977) and those of the Task Force on children and Others with learning Disabilities (1979) might be possible, particularly those involving role clarification, teacher training and in-service training.

The present study is based on Alberta experience, and as such is relevant to the needs of Alberta Education. The completion of the study could possibly lead to changes in policy direction and implementation of programmes for the learning disabled youngsters in resource rooms in Alberta. At the same time, there could be a wider application to the studying of the roles of teachers working in similar settings as resource rooms and/or possible use as a model for studying the roles of other professionals engaged in the field of education and others.

1.8 Limitations of the Study

Certain limitations were inherent in this study as a result of conditions in the study area. One limitation was the lack of consensus on the definitions of learning disabilities in the field. A second was the inconsistency of operational definitions across the various jurisdictions in this province. This resulted in youngsters with various handicaps receiving instruction in the resource room. In addition, various systems used a different role name to categorize resource room personnel. A further limitation related to the discrepanices existing among school jurisdictions in physical facilities, the conditions of work for the student and staff, the range of support services available, educational and experiential background of personnel and the nature of student population. Since these factors influenced the nature of the role expected, perceived and performed, they also influenced the information obtained through questionnaires and interviews for the present study.

The use of open-ended instruments for "role expected", "role perceived" and "role performed" restricted the findings of this study to the interpretation and classification of data collected on part of the investigator which could very well have exerted a restraint on the general applicability of the findings.

A very small number of parents returned the questionnaires. No explanation was given by the parents to account for their non-participation. However, it was possible that parents were unable to understand what was required of them. They might also have believed that they lacked sufficient expertise and experience to evaluate the role of a professional teacher. Since "parental" expectations were deemed essential for any role expected profile of resource room teachers, it was decided to interview forty parents across the province for their input. Thirty four responded favourably to having a personal inverview using the same format as outlined in the questionnaire.

Another group that failed to respond to the questionnaires of "role expected" was the university instructors of special education teachers. Only four out of twenty five responded. Despite efforts to determine reasons for their lack of response, it was not possible to account for their non-participation. For this reason, the "role expected" of resource room teachers by the university personnel could not be assessed.

1.9 Delimitations of the Study

Certain delimitations were imposed during the planning of the study. Among these was the decision to confine the study to the province of Alberta and the elementary schools. For the "role expected", "role perceived" and "role most accepted", stratified (although randomization without the use of any tables of random numbers was done by the school superintendents at the local district level) and random cluster samplings for the "role performed" were employed to make the data collection for these phases manageable and feasible. This may have restricted the findings of this study to the specific circumstances encountered and subsequently to the general applicability of the findings.

1.10 Assumptions

In conducting this study, certain assumptions were made regarding the responses of the participants. It was assumed that all responses would honestly reflect the respondents' opinions, that all respondents would understand the questionnaire and opinnionaire items, and that the same interpretation would be attached to each question by each respondent. It was also assumed that the factors that influenced the development of perceptions were equally distributed among the respondents and exercised no influence on the results.

2. REVIEW OF LITERATURE

A review of the literature and related research is presented in this chapter in five main categories. The first category provides a comprehensive view of the major difficulties involved in finding a reliable definition of learning disabilities. Discussion of this issue is appropriate because of attendant problems which this lack of definition presents for the identification of learning disabled children and, for the professional preparation of resource room teachers. In the second category, the theoretical framework forming the basis of this study in terms of role theory and the sociopsychological viewpoint of perceptions as they relate to role is outlined. The next two categories regarding "role expectations" and "role behaviour" as perceived by relevant authors and researchers, are defined. Finally, the literature review of the role analysis and the role of resource room teachers is presented. Also examined in this category are the personal qualities and skills required by a successful resource room teacher.

2.1 Controversies Surrounding Definitions of Learning Disabilities

The purpose of this study was to assist resource room teachers in providing effective educational programmes - identification and remediation - to children defined as learning disabled. As a result, discussion regarding the controversies surrounding the term "learning disabilities" would appear in order. Hallahan and Bryan (1977) contend that no other field of special education has had more confusion and controversy surrounding definitional concerns than has that of learning disabilities. Cruickshank (1977) indicated that in his opinion the status of learning disabilities in our public schools was one of "educational catastrophe". This controversy and the lack of consensus about a theoretical statement was further complicated by difficulties in operationalization of such a theoretical statement - even if it were possible to achieve consensus on a sound, acceptable, theoretical statement.

Many possible reasons are given for definitional problems. The reaction received from many professionals within and outside the field of special education has made many individuals working in the field of learning disabilities defensive as well as the extremely rapid rise in the discipline of learning disabilities has been subject to close scrutiny (Hallahan and Bryan, 1972). Fleming (1976) suggests that:

> There is no conclusive evidence that supports any one etiology of learning disabilities nor is there any agreement on standard procedures for diagnosis and treatment of children who do not learn according to expectations. Despite extensive investigation, knowledge in the field remains conflicting and confusing. The child who does not read at an early age and who does not behave upsets the adult world all around him. Once he identifies himself, every adult in his life has a go at him. Psychologists tend to emphasize the influence of personality. Neurologists stress the contributions of neurophysiology. Educators seek the magic methodology. Sociologists consider environmental effects of primary significance (p. 5).

Many definitions of learning disabilities, according to Mercer, Forgnone, Wolking (1976), were patterned after the National Advisory Committee on Handicapped Children (1968) definition. Mercer et al identified several components common to the various definitions of learning disabilities found in various states in the United States. Included among these were: intelligence, psychological process, academic, exclusion, neurological impairment, affectives and discrepancy.

The intellectual component could be directly stated in the definition. In that case students with learning disabilties referred only to those who scored within a normal range on standardized intelligence tests. On the other hand it could be indirectly stated by means of the exclusion principle. Exlusion occurred, for example, in instances in which the definition of learning disabilities stated that the term did not include mental retardation. When discussing some of the problems associated with the use of intelligence scales to determine potential, Baine (1978a) stated that "it is an accepted fact that intelligence tests do not measure all aspects of intellectual functioning. For example, they do not assess mechanical skills, creativity or acquisition of new skills (p. 4)." Similarly, Coles (1978) indicated that "it is not clear whether WISC results reflect language, perceptual motor or academic problems, whether reading achievement is a consequence of abilities comprising intelligence, or whether both reading achievement and WISC scores reflect a third factor (p. 322)."

Smith, Coleman, Dokecki, Davis (1977) perceived that actual classifying did not correspond with the definitional guidelines regarding the intelligence component. They explained instead that the results of a WISC-R intelligence test administered to 208 children enrolled in twenty-three learning disability classrooms in a large metropolitan school system revealed that if the full scale of criterion for normalcy was set at eighty-five, then forty-one percent of the sample would fail to meet this criterion.

Consequently, in their opinion, it was questionable whether intelligence could be adequately measured. If this was the case, then the practice of using such a component in actual identification was suspect. As such, Baine (1978a), Chalfant and King (1976), Mercer et al (1976), went one step further. They suggested that even if intelligence could be measured adequately, it might be the case that it was not used in actual practice.

The psychological process component, according to Baine (1978a) Chalfant and King (1976) and Mercer et al (1976) referred to auditory, visual and haptic perception, sensory integration and language functioning. Wepman, Cruickshank, Deutsch, Morency, and Strother (1975) defined perceptual handicap as follows:

> The term perceptual handicap refers to inadequate ability in such areas as the following: recognizing fine differences between auditory and visual discriminating features underlying the sounds used in speech and the orthographic forms used in reading; retaining and recalling those discriminated sounds and forms in both short and long-term memory; ordering the sounds and forms sequentially, both in sensory and motor acts; distinguishing figure-ground relationships; recognizing spatial and temporal orientations; obtaining closure; integrating inter-sensory information; relating what is perceived to specific motor functions (p. 306).

Specific instruments were designed to measure these psychological processes and to identify the learning disabled student in order to provide a basis for a programme of remediation. According to Haring and Bateman (1977), that method of identification and remediation is termed the "diagnostic-remedial" approach. Regarding that approach, they stated that "at least two essential premises in the diagnostic-remedial approach remain unsupported: the assumed deficiencies in psychological processes can be reliably and validly assessed; and remediation of these processes will result in improved academic performance (p. 138)." In addition, Arter and Jenkins (1979), Chalfont and King (1976) contended that those psychological processes were hypothetical constructs and, as such, must be inferred from behaviour. Such a definition limited, furthermore, the number and types of children who might be identified as learning disabled, since it relegated etiological and other contributing factors as secondary to the disability. In fact, Hallahan and Kauffman (1976) would have argued that it was more appropriate to regard the definition of Wepman et al. as one of "perceptual disabilities".

The academic component of definitions of learning disabilities generally refers to achievement in such areas as reading, spelling, writing, arithmetic, etc. Controversies and associated difficulties exist, however, when it came to operationalizing this component through the use of achievement tests, check lists, screening devices - as based on teacher referrals and information - as suggested by Chalfont and King (1976), or by Baine (1978b) in his discussion about the benefits of using criterion-referenced instruments in comparison to using the traditional norm-referenced approach.

The discrepancy component, according to Mercer et al., was essentially a statement on underachievement. Proponents of that discrepancy component, like Rutter (1978), offered the use of a "regression equation in which achievement was predicted on the basis of the observed correlations between educational attainment, age and I.Q. in the normal population (p. 27)." However, there were others, like Shephard (1980), who warned against that Regression Discrepancy Method of identification because of the errors that might result from use of such a method.

Mercer et al. indluded visual, hearing, motor handicaps, mental retardation, emotional disturbance, and cultural and instructional disadvantage in the exclusion component of learning disabilities definitions. Even within that definition of learning disabilities, however, there were disagreements. Cole (1978), for example, maintained that by excluding the culturally disadvantaged, one very effectively excluded students coming from lower socio-economic backgrounds. Baine (1978a), on the other hand, expressed concern regarding the exclusion of those with emotional disturbance (the affective component of definition) by contending that it was difficult and at times impossible to separate those with primary emotional disturbance from those with emotional problems emanating from poor performance in school. Furthermore, it would appear that consensus was not reached with respect to separating learning disabilities from mental retardation. Hallahan and Kauffman (1978) supported all these arguments by stating that indeed there seemed to be a greater acceptance of the notion that emotionally disturbed and mentally retarded children might have learning disabilities, if one contended that such youngstesrs were not achieving up to their maximum potential.

Finally, the seventh component of neurological impairment included categories like central nervous system dysfunction, brain injury, minimal brain dysfunction, dyslexia, dysgraphia, discalculia - all concerned with the etiological aspect. Here again a lack of consensus surfaced. For example, Lynn (1979) stated that indicators of developmental abnormality like co-ordination, gait, laterality, balance, muscle tone, awkwardness - which are all used as part of the diagnostic package for determining minimal brain dysfunction - were found in both normal and gifted achievers. Both Lynn and coles (1978), while conceding that the clinical EEG met with equivocal results in differentiating between normal and learning disabled children, nevertheless contended that that process still appeared to be a crude measure of brain dysfunction. Benton (1975), in a review of the literature on developmental dyslexia, concluded that a neurological basis for developmental dyslexia had not been established and hence that any empirical evidence relative to that issue was both inconsistent and circumstantial. While condeding that sex differences, in that there were more males and females categorized as dyslexic, made a strong argument in favour of a neurological explanation, Benton cautioned that if neurological factors exist they were as yet unidentified.

The above discussion clearly indicated that there were various problems regarding the definition of learning disabilities. Despite all the research in recent years and the opinions cited in this section, a lack of agreement about what precisely constitutes a learning disability existed. Chapman, Boersma and Janzen (1978) as well as Lerner (1971) Smith and Polloway (1979) claimed that the involvement of many disciplines, and consequently professional training and experiences of persons in the field of learning disabilities with each group approaching the problem from a different conceptual viewpoint, could very well be the cause of such disagreement. The resultant chaos of differing definitions (Chapman, Boersma and Janzen, 1978, p. 281) has led to difficulties and, often, to frustration in identification and assessment of learning disabled children. In the present study, this considerable controversy, uncertainty and chaos regarding what actually caused and constituted a learning disability were ignored. Instead precedence was given to the general consensus that learning disabled children were primarily characterized by their "significant" below-grade level performance in one or more academic subjects, despite their normal intellectual, physical, emotional, social and cultural backgrounds (Chalfont and King, 1976; Ross, 1976).

2.2 Role Theory

Considerable research has been carried out by various investigators in the area of role theory. However, the material presented in this chapter is a cursory survey of only a selected part of the literature. The intent of this thesis is not to deal extensively with role theory, but to use its framework and terminology in relation to the present study.

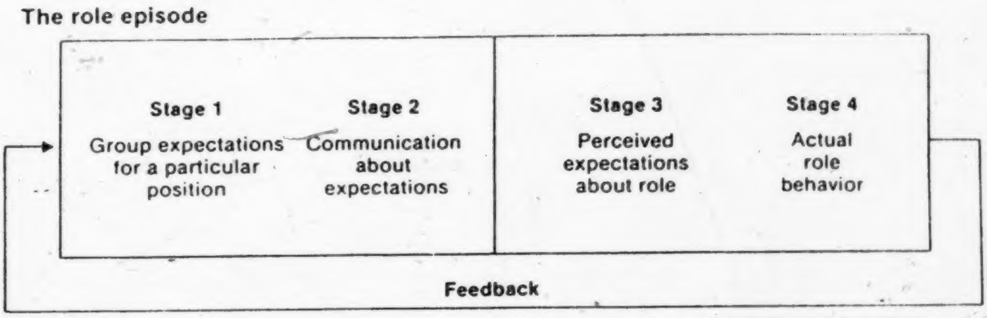
Any social system or educational system could be viewed as an institution designed to accomplish specific goals within society. These goals or objectives were realized through individuals working within certain positions or performing roles within that institution. Allport (1961) stated that a role is a structured mode of participation in social life. In fact, it was what society expected of an individual occupying a given position in a group. Roles implied expectations, and the role participant was confronted with expectations which are held for him as the occupant of that position. Such expectations are held for the incumbent of a position because he occupies the position, not because of personal qualifications. In other words, roles are impersonal; the position itself determines the expectations, not the individual (Scott, Mitchell and Birnbaum, 1981). According to these authors, roles are learnt through a role episode as presented in Figure 3.

In this episode, group members have expectations about job performance, which are communicated either formally or by using the role occupant observe others in similar roles. In stage 3, the role occupant behaves as he believes appropriate. If the behavior - stage 4 - differs widely from the group's expectations (as indicated in stage 1), the occupant receives feedback from the group regarding discrepancy. This is expected to alter behaviour towards group expectations.

Expectations for any role varied according to the orinetations of the people who held the expectations. Gross, mason and McEachern (1966) contended that roles were norms or expectations of behaviour that were assigned by significant alter groups to a specific position. For example, different expectations might be held of resource room teachers by groups of people who occupied other positions - central office and school administrators, classroom teachers, Alberta Education personnel, trainers of special education teachers at the universities, children and parents. Understanding those expectations might be essential for resource room teachers, if they hoped to provide effective instruction to students entrusted to their care. Thus, the role of resource room

Figure 3

The Role Episode


The role episode
Stage 1
Group expectations for a particular position
Stage 2
Communication about expectations
Stage 3
Perceived expectations about role
Stage 4
Actual role behavior
Feedback

Source: W.G. Scott, T.R. Mitchell. and P.H. Birnbaum. Organization Theory: A structural and Behavioural Analysis. Homewood, Illinois: Richard D. Irwin, 1981.

teachers would be influenced by all the other stakeholders who were involved in the education of learning disabled children. It followed that if resource room teachers failed to meet, or were unaware of, group demands and expectations, role conflict would occur. Bearing that in mind, it was important to understand the expectations of various alter groups. Together with their perceptions of what their role should be, individuals should be able to arrive at the role most acceptable to them. It was for this reason that Allport's (1961) theoretical framework was selected for this study. Allport maintained that, in a social system, there were at least four dimensions of a role. These four dimensions of his conceptual model are presented in Figure 4.

It is crucial that the four meanings of the role in this study be carefully distinguished. As shown in Figure 4, Allport suggested that the roles might be viewed as belonging to the social system rather than to personality. In his opinion:

> Role expectation serves only as the external model and stimulus which may be reinterpreted, accepted or rejected by the person. Role performance is again a point of intersection between the personality system and the social system. The performance is by the person, but it affects the social system and can be evaluated as part of his outer system. In two senses, however, the role concept belongs within the personality. How the individual defines the role for himself, and whether he accepts it and makes it propriate, or fulfills it in a perfunctory or inadequate fashion, is a subjective matter (p. 185).

In Allport's view, "role expectations" implied what role was expected of an individual in a social system. Since these expectations served only as an external model and stimulus, the individual occupying a position in any such social system might reinterpret, accept or reject them. Role conception, on the other hand, according to Allport, was what an individual expected of himself. It belonged within his personality and, as such, he could define his role in his own way. Role acceptance was defined in terms of expectations of others, or in terms of one's own conception. And finally, role performance was what an individual did with his role assignment which was dependent upon the three preceding dimensions. The expectations might be uniform and prescribed. However, the variation that occurred through differing conceptions, degrees of acceptance and all the attendant features and traits of personality (Figure 4) modified greatly the eventual role performance.

Figure 4

Allport's Four Dimensions of "Role'

in Relation to Personality

THIS FIGURE HAS BEEN REMOVED DUE TO
UNAVAILABILITY OF COPYRIGHT PERMISSION

SOURCE: G.W. Allport, Pattern and Growth in Personality. New York: Holt Rinehart and Winston, 1961, p. 185.

2.3 Role Theory and Socio-psychological Viewpoint of Perceptions

Throughout this study, the terms "expectations" and "perceptions" - substituted for Allport's "conception" - was used to refer to the perceptions held by regular classroom teachers, central office and school administrators, parents of children with learning disabilities, learning lisabilities consultants and other personnel associated with Special Educational Services Branch of Alberta Education, trainers of special education teachers at the universities in Alberta and resource room teachers themselves. Perceptions, however, varied according to the nature and the extent of the individual's involvement. While experience and observation suggested that there was a measure of perceptual agreement on some aspects of any situation - especially among those sharing common experiences, norms and values - there was also a great deal of evidence to support the fact that there are greater differences than are commonly acknowledged (Enns, 1966). Since the perceptions of various groups of the role of resource room teacher was central to this study, understanding the implications of differential perceptions and investigation of major variables which influenced perceptions and judgements of the outside world was apposite.

While early investigations of perception and perceptual processes dealt with the physiological aspects of perceiving objects and sensory mechanisms, Bruner (1958) - through a summarization of a number of studies - indicated that perceptual distortion and inaccuracy were significantly related to the individual's cultural background, interests, values and attitudes. Cantril (1957) suggested that our perceptions depended on the assumptions we bring to a particular situation. They were learned in terms of our purposes and were largely a matter of weighing probabilities concerning the meaning of the world "out there".

Researchers like Costello and Zalkind (1963) mentioned a number of other factors that further presented difficulties in accurate interpersonal perceptions. The first of those was stereotyping, whereby the perceiver lumped other persons into gross categories without regard for the appropriateness of the characteristics. The second factor which might cause distortion was the halo effect, a process in which a general impression, favourable or unfavourable, affected the assessment of specific traits of an individual. Projection, a process whereby characteristics which were one's own were attributed to others, was another distorting mechanism in perceptions. finally, the tendency to indulge in perceptual defence, a process in which one avoided becoming aware of things or events that might be disturbing, further resulted in perceptual errors. Costello and Zalkind contended that characteristics of the perceiver and situational influences definitely affected interpersonal perceptions. With their own characteristics both educationally and experientially, and with the nature and extent of their involvement in the education of the learning disabled children being unique to each, the fact that this study involved different alter groups was bound to result in perceptual distortion within that context, it was fair to say that the organization, one's place in it, and the concerns with which an individual identified all determined his perceptions. For example, the principal of a school perceived the role of a resource room teacher in terms of his position and responsibilities and of the goals and activities of his school. Thus, teachers and principals, even in the same school, might see the role of a resource room teacher differently because of the differences in perspectives inherent in their positions. That argument could be further applied to the parent group, central office administrators, and personnel from Alberta Education and universities.

If, as previous research indicated, perceptions were fraught with so many errors and uncertainties, it was necessarily apposite to consider the fact that understanding more fully the role expected by various alter groups and resource room teachers' perceptions of their own role could alleviate any conflicts between and among groups, and enable resource room teachers to offer more systematic instruction to learning disabled youngsters.

2.4 Role Expectation and Role Behaviour

As indicated earlier, Allport (1961) stated that role was a structured mode of participation in social life. Clarifying further, he contended that it was simply what society expected of an individual occupying a given position in an organization or group. These expectations constituted a behavioural model for the occupant of the position, providing him with a framework to which he must adjust his own behaviour.

With reference to the teacher in society, Charters (1964) asserts:

> Generally speaking .... the concept of role stresses the influence of contemporaneous forces arising in the person's immediate social environment

> to impress his behaviour. It designates, in particular, the force constituted by expectations on a person which are held by significant others in his milieu. The person lives in an environment in which other people expect him to be (and not to be) a certain kind of person and expect him to behave (and not to behave) in certain ways, and these expectations vary systematically from one situation to another in which he and other people are enmeshed (p. 788).

Similarly, Sarbin (1954), and Gross, Mason and McEachern (1966), in their reviews of role definitions and conceptualizations, stated that individuals in social locations or positions behave with reference to expectations of the occupant of that position. Ivey and Robin (1966) defined role behaviour as what an individual occupying a position actually did. It was evident, then, that a role was defined in terms of expectations held for that role and, at the same time, in terms of what an individual taking a position actually did. It was also obvious that some significant alter groups which determined the role of a resource room teacher would be the Alberta Education personnel, trainers of special education teachers at the universities, central office and school administrators, regular classroom teachers, the public, students and resource room teachers themselves. It could be argued, of course, that resource room teachers' professional training and experience perhaps best qualified them to determine their actual role. However, it could not be denied that the boundaries within which they would be able to perform effectively were influenced by many forces which were not under their control (reference was made to these sources in Chapter I). Consequently, as Levinson (1959) pointed out, role performance is the result of many influences. The relative contributions of various forms of influences to individual or generally accepted performance could be determined only if each set of variables was defined and measured independently of the other.

2.5 Role of resource room teachers

A review of the literature revealed that research was rather limited in the area of role examination of resource room teachers. The role of resource room teachers was not comprehensively analyzed in any fashion resembling a role analysis. In most cases, the literature available presented only a series of descriptions of the role of resource room teachers. Various educators operating under various titles (helping teachers, remedial reading teachers, and so forth) provided supplementary educational assistance for children with learning handicaps long before the term learning disabilities was considered (Wallace, 1976). Wiederholt (1975) suggested that ambiguity existed as to the exact role of resource room teachers for many reasons: maintaining handicapped children in regular classes, increasing the number of resource and consultant programmes in public schools, and providing services for exceptional children under traditional special education categories. Sabatino (1972) saw resource rooms as "instructional nightmares in which a teacher is expected to perform an impossible task" and commented that resource room teachers "try to be all things to all children - too much of an undertaking" (p. 329). Furthermore, the rapid explosion of the learning disabilities movement in recent years has created some interdisciplinary stress within the respective fields of remedial reading and learning disabilities. Such confusion might be responsible for the problems concerning the specific role of various professionals (McCarthy, 1978).

What follows is a literature and related research review, presented under five headings. The first subsection deals with textbook descriptions of what various specialists, most of them educators, believe the role should be. The second examines studies concerned with the analysis of roles of other related fields. The third discusses related studies which deal with role analysis of resource room teachers. The fourth examines Alberta documents and relevant studies in the field. Finally, in the fifth subsection, the literature outlining traits and qualities desired in a successful resource room teacher is reviewed.

2.5.1 Text Book Review

Text books in the field of learning disabilities commonly provided short role descriptions of a resource-room teacher. The one presented by Lerner (1971) was typical of such descriptions. Referring to the education of those categorized as learning disabled, she maintained that the current trend was towards the development of resource rooms. Lerner stated that resource rooms were served by highly trained professionals who were capable of diagnosing the learning disabilities of the child and of implementing the teaching plan. In this manner, in addition to diagnosing and teaching, the resource teachers might act as consultants, aiding the classroom teacher in interpreting the diagnositic findings and in implementing the results of diagnosis in terms of teaching methods, approaches, and materials. These services might lead to helping the classroom teacher plan the classroom instruction for children with learning disabilities. Lerner claimed, moreover, that these resource teachers might be responsible for in-service sessions, demonstration lessons, and continuous evaluation of the programs of learning disabled children.

Maintaining liaison among the school's various specialists, such as the psychologist, speech therapist, physical education teacher, nurse and administrators, as well as among non-school personnel (parents, physicians, etc.) became another important aspect of the role of resource room teachers.

Kirk (1969) employed the title, "Diagnostic Remedial Specialist", to describe the role and responsibilities of a learning disabilities teacher. Although the label was different, his descriptiion is consistent with the writings of other educators concerning the role of resource room teachers. Kirk sees this individual as one who will:

> ... serve as the responsible agent for the child - responsible for adequate diagnosis, evaluation or assessment, and for the remediation of a child with a learning disability. All personnel involved in the assessment of the child - doctors, psychologists, and social workers - will report their findings and interpretatins to this diagnostic remedial specialist. She or he will be responsible for collation and interpretation of information for remediation, or for the prescription for remedial education. The diagnostic-remedial specialist will function somewhat as the family physician does - as the responsible agent for obtaining information from other specialists and for prescribing treatment
>
> (p. 4).

Kirk also suggested that the learning disability specialist might play many roles. The jobs he might be expected to perform as an individual, or part of the team, could include:

1. Setting up programmes for identifying, diagnosing and instructing children with learning disabilities,
2. Finding or screening the children within the school who were handicapped by learning disabilities,
3. Consulting with professionals from contributing disciplines and interpreting their reports,
4. Testing and diagnosing individual children,
5. Planning prescriptive educational programmes,
6. Implementing the educational plan through teaching and creating or locating appropriate materials and methods,

7. Interviewing and consulting with parents,

8. Helping classroom teachers and other school personnel to understand the child, and providing teachers with ways to help the child,

9. Helping the child to understand himself and to gain the hope and confidence necessary to cope with his handicap and start to overcome it.

Similar descriptions were written by many other educators, but because of their repetitive nature, they were not included in the present summary of the literature. However, it was important to include in this section the works of Hammill and Wiederholt (1972), who attempted to explain the resource room concept and the role of resource room teachers, and of Hardy (1978), who described the learning resource model in a school system in Ontario.

Hammill and Wiederholt (1972), after reviewing a number of innovative projects loosely referred to as "resource room programmes", concluded that resource room teachers functioned in one of three basic roles: the diagnostic and remedial resource teacher, the teacher-consultant, and the resource room teacher. In their publication, Hammill and Wiederholt first defined the concept of a resource room. They stated that, in the literature, resource teacher programmes shared a common quality in that resource help was provided to the pupil either directly by resource teachers in resource rooms or indirectly by the classroom teacher who received help from resource teachers in identifying the problem and selecting appropriate materials.

In their review of the area, Hammill and Wiederholt found that in most resource programmes, the teachers functioned in one of three basic roles. In some schools, resource teachers worked primarily with the children. In such cases they were called "diagnostic" or "remedial" teachers, depending upon the nature of the service provided. In other schools, they worked exclusively with the regular classroom teachers and not at all, or very little, with children. In such cases they were given the title, "teacher-consultant". Finally, in other situations, resource room teachers worked with both the children and regular classroom teachers and were generally called "resource room teachers".

Expanding further upon these observations, Hammill and Wiederholt stated that the diagnostic and remedial resource teachers worked primarily with the children. Their focus was on prescriptive teaching from which educational programmes for specific children evolved. Their classes were located either in regular schools or in special diagnostic centres; they were rarely itinerant.

The remedial teacher, who might be either situated in one school or be itinerant, usually provided instruction in a particular skill, notably reading. While most schools had remedial reading programmes, diagnostic teaching classes were comparatively rare. Hammill and Widerholt contended that the diagnostic and remedial teachers were likely to be supplanted to a considerable extent by teachers in the third role mentioned below; that is resource room teachers.

In the teacher consultant mode of operation, according to Hammill and Wiederholt, the consultant attempted to influence indirectly the education of problem children by helping the regular classroom teacher understand the nature of the problem and attend to the pupil's instructional and emotional needs. Occasionally, the consultant was assigned to a particular school, but most often was itinerant. Teacher-consultants were not often found in schools, and little information was available concerning the success of the mode, the number of teachers generally served, the amount of time spent with each teacher, the kinds of pupil problems handled, the types of materials and methods recommended or the cost of such programmes.

Hammill and Wiederholt felt that there was a definite need for regular classroom teachers to secure consultant help. They believed that without such aid, handicapped children probably could never be successfully maintained in regular classes and remedial education services would become isolated efforts. Furthermore, many children with mild or moderate problems would have to be excluded from regular education, and the regular classroom teacher be denied a valuable source of in-service training. Hammill and Wiederholt were convinced that the potential hazards of such programmes could be effectively countered if these consultant services were provided under the auspices of the resource room teacher, as described in the following paragraphs.

Finally, in the resource room teacher model, Hammill and Wiederholt stated that the teacher would work with both the children and the classroom teachers. The combination of skills associated with consulting, assessment and teaching enabled the resource room teacher to function as a teacher of teachers as well as a teacher of children. Hammill and

Wiederholt expressed a decided preference for this role, in which the teachers worked mostly with children and consulted with the classroom teachers as necessary.

The two authors recommended that, initially, the resource room teachers work almost exclusively with the pupils. Hammill and Wiederholt maintained that if those teachers were talented in assessment, creative in the use of materials, and successful in instruction, the regular teachers would seek them out and request their help with other pupils. Their credentials to function as teacher-consultants would thus be established. However, Hammill and Wiederholt cautioned against spending too much time consulting, which might result in poor instructional services in the resource room. Proper division of time was especially important, since the resource room teachers were also responsible for diagnostic teaching, although this was not their only responsibility.

As mentioned earlier, the goals of that particular type of resource role were ultimately to "mainstream" as many learning disabled children as possible, to stimulate behavioural and educational growth in children who needed remedial help and to provide information to all teachers in the school who requested assistance. In their most recent publication, Hammill, Wiederholt and Brown (1983) stated that regardless of the resource room set-up, resource room teachers performed three basic types of services for referred students: assessed their educational needs, prepared and implemented instructional programmes for them, and consulted with their teachers, parents, and others about matters that related to their education.

Larsen (1976) described three similar modes of instruction under one title, the learning disabilities specialist, who might be asked to perform in any of the three modes.

In the Canadian context, Hardy (1978) in her presentation regarding the learning resource model in a school system, stressed the merging role of this teacher. Hardy indicated that the learning resource teachers served in a variety of areas - including assessment, intensive individualized instruction with specific learning disabilities students and provision of advice and/or materials to teachers. However, this role, in her opinion, was much broader than that of a remedial specialist because the resource room teachers were catalysts in the development of resources and materials, in the use of para-professionals and in the exploration of new methods of service delivery and instructions. She maintained that the classroom teachers were the key to the ultimate success of any intervention and must retain responsibility for the students' progress. With that kind of agrument, Hardy believed that the goal of the learning resources system was the enhancement of the teachers' skills (with the support of learning resource teachers) in handling basic instruction and in dealing with learning disabilities and other exceptionalities as they develop.

In addition, Hardy described the move from the clinical educational set-up in an isolated situation to itinerant remedial services provided by an itinerant teacher. She claimed that the remedial assistance provided through these modes was designed to provide help in skills and abilities required by students to acquire competence in the basic skills, and was not usually directly related to the regular classroom work which, in most cases, was usually too difficult. Although these models were effective in alleviating problems in basic skill areas, some drawbacks were identified by Hardy. First, because the demands for remedial help usually exceeded the services available, students could not be seen by the remedial teacher as often, or for as long, as desirable. Second, in spite of the remedial teachers' attempts to maintain close contacts with the students' classroom teachers, this contact was in most cases impossible to achieve due to time constraints. Hardy emphasized that without such communication, transfer of learning to the classroom situation was often minimal. Because of the number of staffs to whom the remedial teachers related and because time in the school was relatively short, they were rarely perceived as part of the school staff. As the "visiting specialists", they found it difficult to establish a decisive relationship in the school.

With that type of argument, Hardy claimed that in many areas of North America, there seemed to be a growing dissatisfaction with the traditional models which withdrew children from classrooms to provide small group instruction. In her view, there were several drawbacks to the traditional model. In the first place, the students often had to fail a grade before they were eligible for help; that is they were not referred until they were unsuccessful in the classroom, where regular teaching methods were used. Second, though gains were often evident during the period the remedial instruction was provided, the achievement tended to dissipate when such assistance was discontinued. Third, while appreciable student improvement in small group situations was noticed, it was difficult to see a transfer of this learning to the classroom setting unless remedial and classroom teachers worked together very closely. Finally, Hardy felt that the provision of special instruction outside the regular classroom did not allow the classroom teacher to observe alternative strategies which might be incorporated into the regular class programmes and thus eventually prevent the development of learning difficulties. Employing those arguments, Hardy discussed the emerging philosophy in the development of the Learning Resource System.

While dismissing the diagnostic and remedial resource teacher and the teacher-consultant models as outlined by Hammill and Wiederholt (1972), Hardy envisaged the emergence of the resource-room teacher model by the same two authors. Based on that alternative, the learning resource system in London, Ontario, provided 55% indirect services to teachers and 45% direct services to students in the 1976-79 school years. In fairness, however, it must be emphasized that the teacher-consultant model as discussed by various writers (McKenzie, Enger, Knight, Perelman, Schneider and Garvin, 1970; Lilly, 1971; Martin, 1972; Christie, McKenzie and Burdett, 1972; Hammill and Wiederholt, 1972; Perelman and Fox, 1974; Kirk and Elkins, 1975; Larsen, 1976; Sartain, 1976; Stick 1976; Oldrige, 1977; Brown, 1977; Pryzwansky, 1977; Haring, 1977; Hardy, 1978) was regarded as a highly desirable mode for providing educational services to learning disabled students (Stearns and Swenson, 1973; Rubino, 1973; Newcomer, 1977). However, Smokoski (1972) stated that regular classroom teachers perceived resource-room consultants as coming to their classes and, in effect, saying that they had failed with their children, and that the resource room consultants had "some secrets which they would be glad to share with them." These secrets would make the regular classroom teachers better teachers which, in turn, would enable them to handle the children in their classroom. This stance might pose a real threat and result in defensive attitudes on the part of the regular classroom teachers who, of course, did not want to be considered failures. As a result, it was important that resource room teachers who consulted be constantly on guard against any incipient friction between themselves and the teachers they wished to serve (Hammill and Wiederholt, 1972).

Text book reviews suggested that the roles performed were very similar to those described by educators such as Lerner (1972) and Kirk (1969) as described in the three modes outlined by Hammill and Wiederholt (1972). Furthermore, the emergence of the role from the segregated model to the co-operative and to the consultant model evolved over the years because of different attitudes towards the delivery of services to those categorized as learning disabled.

Rodman (1973) offered a very important comment regarding perceptions of the role of the teacher of learning disabled children. As a teacher of those categorized as learning disabled children, she identified her own perceptions of what her role should be. Reviewing this list again in 1977, she reiterated her belief that the goals still seemed similar to the ones she had outlined previously in 1973. Goals for the learning disabled students, for the classroom teachers, and for the relationships within the total school programme were, in her opinion, vital. Broadly speaking, she indicated that she perceived the role as one of helping the learning disabled students academically, socially and emotionally so that they might begin to manage themselves more effectively in learning and social situations within the total school programme. This goal could be accomplished by organizing academic instruction on an individual basis or in small group situations and by diagnosing and presenting the most appropriate programme. The provision of an environment and atmosphere where there was a possibility of success for the students - both academically and emotionally - was crucial. Rodman perceived the role of the resource room teacher as that of an assistant consultant to other teachers in the school, first, by offering remedial instruction to learning disabled students who require individual attention and special educational materials and second, by communicating and sharing methods of working with these students.

As the perceptions of one teacher of children with learning disabilities such ideas could not be generalized as perceptions of all teachers across the nation. However, they were significant in that the content was similar to many role descriptions found in textbooks and educational journals. It was perhaps apposite to consider that Rodman's description appeared to be the only one in print which related specifically to the perceptions of resource room teachers in regard to what their role should be.

2.5.2 Role Analysis in Social Psychology

Generally, the literature in the special education area which specifically examined the role of the resource room teacher was sparse. It therefore was necessary to refer to the field of Social Psychology for information concerning the role analysis of educators.

Biddle and Thomas (1966) presented basic concepts and methodologies available for role analysis. The application of their system resulted in a study which analyzed the role of the regular classroom teacher in a mid-west school system (Biddle, Rosencranz, Tomick and Twyman, 1965). By working with groups of administrators, teachers, parents, school board members and students, these investigators provided an analysis of the roles of the classroom teachers in terms of group consistency and conflict in perceptions. They were able to identify shared accuracies and inaccuracies which different subjects (for example, parents) attributed to a particular position, such as that of a school official.

Campbell (1967) studied the intra-consistency and inter-consistency of perceptions held by school counsellors, teachers, principals and non-active counsellors of the counsellors in a southwestern state in terms of what was actually performed and what was most desirable. He used a modified questionnaire that had been used in other states.

Tully (1970) reported on the role concepts and functions of rehabilitation counsellors with the deaf. A questionnaire was mailed to the rehabilitation counsellors in a number of states. Counsellors were asked to indicate personal background data, sources of role conflict in respect to role expectations, preferences and realities and factors which inhibited and maximized their work as counsellors.

Spindler (1968) examined the role of the school administrator. Through case studies and direct interviews, he articulated the ideal role as expected by superintendents, school principals, teachers and other alter groups. In spite of the variance in expectations of the various groups, he attempted to determine an approximate image of an ideal administrator.

In Alberta, Downey (1976) undertook a study for the purpose of determining the role and position of the school superintendent as it evolved during the 1971-1975 period of change. He also sought to identify ways and means of clarifying and strengthening the position. Specifically, the objective of his study was to describe the real roles and positions of the Alberta school superintendents in terms of perceptions of various reference groups which included the superintendents, school board members, school secretaries, principals, teachers, Department of Education staff and other citizen groups. Through a review of the literature, questionnaires and onsite interviews, the study not only explored the present roles and positions of school superintendents, but also identified the perceived ideal roles and positions for superintendents in Alberta.

While very little research was done specific to the systematic analysis of the role of resource room teachers in the field of special education, the field of Social Psychology offered, nevertheless, applicable basic concepts and methodologies. These role analysis paradigms, relevant studies involving educators, parents and students added significantly to our understanding of the different components of the roles of various groups.

2.5.3 Studies Related to the Role Analysis of Resource Room Teachers

By using a task performance questionnaire, Duffy (1975) conducted a study to determine and compare the evolving role of the learning disabilities teacher consultant in the five selected role dimensions of diagnostician, programmer, consultant, teacher and child study team member - as perceived by the elementary school principal, school psychologist, and the learning disabilities consultant. The study was confined to elementary schools of suburban Essex County in New Jersey. Results were as follows (p. 1204).

1. Regarding importance of the tasks, significant differences in ranking roles existed among elementary school principals and learning disabilities teacher consultants regarding the role of teacher, whereas the school psychologists differed significantly in their perceptions of the roles of consultants and child study team members. The total of all respondent groups, when ranked, generated significantly different perceptions regarding the importance of the role of the teachers.

2. Regarding the frequency of performance of each task, significant differences in ranked roles existed among the elementary school principals, the learning disabilities teacher consultant, and the total of all responding groups regarding the role of the teacher. The School psychologist generated significantly different perceptions regarding the role of the programmer.

3. Regarding the response of each group of respondents to each of the role dimensions as to the importance of the task, significant differences existed in the role of diagnostician where school psychologists differed significantly from both of

the other groups of respondents. These differences were reflected in the total perception of the groups.

4. Regarding the response of each group of respondents to each of the role dimensions as to the frequency of performance of the task, signficant differences existed in the role of diagnostician where school psychologists differed significantly from the elementary school principals. These differences were reflected in the total perception of the groups.

Kopp (1975) attempted to determine if there was concurrence among the teachers, administrators and parents from a California elementary school district regarding the role of the teacher of the educationally handicapped children. Results revealed a close agreement in both teacher-administrator and teacher-parent comparisons involving learning skills, conferences and counselling and value enhancement for educationally handicapped children. Further conclusions indicated that the community, the home and the school must share the total commitment to the child. It was also necessary that a structured environment be supplied to help the educationally handicapped child become more adequate as a human being, with feelings of self-worth, dignity and sense of accomplishment. Finally, the educationally handicapped child, Kopp advised, should be mainstreamed into classes with his non-handicapped peers to the fullest extent allowed by his disabilities.

A highly relevant study designed to investigate the role expectations of learning disability resource teachers has been conducted by D'Alonzo and Wiseman (1978). These two investigators polled 134 resource teachers in Arizona to collect data concerning their actual and desired roles. A High School Learning Disabilities Resource Teacher Behaviour Scale was developed from information obtained from the review of the literature, interviews, discussions and observations with special education directors, supervisors, state department staff, special education faculty in institutions of higher learning, and the high school learning disabilities resource teachers. The scale consisted of 38 items placed within twelve major categories (each category includes three to five items). The major categories were programme planning, inservice, education, processing referrals, evaluation and student placement, student staffing, team teaching and counselling, programme evaluation, career education and work experience, and parent counselling.

The authors concluded that there seemed to be no generally agreed upon or defined role of the secondary school learning disabilities teacher. Each district, they perceived, developed role descriptions independently and without consultation with learning disabilities teachers. No consensus existed regarding the behaviour among the teachers themselves. However, Arizona teachers wanted, according to the study, to get more involved in the total programme in all twelve categories covered by the _Teacher Behaviour Scale_. D'Alonzo and Wiseman pointed out variations between actual performance and desired performance, indicating that the resource room teachers were not performing the roles they felt were most needed. In spite of these findings, the study demonstrated that there was consensus regarding resource room teachers' current roles in programme planning, individualization of instruction, development of positive self-concepts and pariticipation in career and vocational education. Furthermore, most resource room teachers viewed co-operative planning and interaction with regular education personnel as a problem area. The authors felt that there was much work to be done in the area of role analysis of the secondary learning disabilities teachers. At the time of their study, the role itself was unclear and, as a result, the delivery of the programme to learning disabled youngsters lacked direction.

An earlier study by McLoughlin (1973) appeared to be the only study available which analyzed the role of the resource room teacher in any systematic and comprehensive manner. McLoughlin employed two types of resource room teachers as subjects for his study: resource room teachers of learning disabled children and resource room teachers of educable mentally handicapped children. He attempted to accomplish a much needed clarification of the role of these teachers by describing various role perceptions and by drawing distinctions, when possible, between the two kinds of teachers. McLoughlin stated the problem in terms of Allport's conceptual framework (1961) of the four dimensions involved in a role: (1) the "role expected" by administrators, (2) the [illegible] conceived" by the teachers themselves, (3) the "role performed" by the teachers as reported by an observer, and (4) the "role accepted" by the teachers.

Six procedural steps were outlined in his study:

1. An open ended questionnaire was designed to permit self reports by administrators, resource room teachers and an observer. It covered seven major aspects of the

role: role name, role relationships, role responsibilities, role functions, role skills, personal qualities and environmental factors.

2. Ten resource teachers were observed on site to obtain data for the "role performed" profiles.

3. Thirteen administrators were interviewed to gather data for the "role expected" profiles.

4. The questionnaire was sent to all LD and EMR resource teachers in the district to gather information for the "role conceived" profiles.

5. A close-ended opinionnaire was designed from the statements made by the administrators, the resource room teachers and the observer to measure "role accepted."

6. The opinionnaire was sent to all the LD and EMR resource teachers in the district to gather information for the "role accepted" profiles (1974, p. 213).

Results related to the resource room teachers of children with learning disabilities indicated general role responsibilities in the areas of instructions, diagnosis and consultation. The four-dimensional role analysis indicated that there was a basic agreement across the role perceptions of what the administrators expected, the learning disabilities resource room teachers conceived, what an observer saw performed and what the learning disabilities resource room teachers accepted. There was general consensus among the resource room teachers in their dislike for larger teacher-student ratios, larger numbers of students and environmental restrictions.

On the basis of the studies reported, the following observations could be made:

1. Duffy's (1975) study was too restrictive in that it confined itself to a teacher consultant role and involved a very limited number of alter groups, that is, elementary school principals, school psychologists and learning disabilities consultants themselves. Further, the questionnaire measured only the "perceptions" of those groups rather than expectations, or actual role performed or an accepted role by the teacher consultant.

2. The study by Kopp (1975) also involved a very small number of groups. It included teachers, administrators and parents as respondents. At the same time, the study did not confine itself only to those teachers who taught the learning disabled. Those who taught the educationally handicapped were included as well. Therefore, the study did not adequately deal with the question of the role of the resource room teacher of learning disable children.

3. D'Alonzo and Wiseman (1978), in their investigation of actual and desired roles, concentrated on resource room teachers who taught in high schools. Again the respondents polled were only the high school resource room teachers themselves, thus limiting both the dimensions of the role analysis and the respondent groups. At the time the present study was conducted, there were no government approved resource rooms at the senior high school level in Alberta. Therefore, the applicability of this study was questionable.

4. The study most relevant to the present one was conducted by McLoughlin (1973). He used the same conceptual framework and explained the four dimensions of role in the same manner. However, McLoughlin's study was confined to a small school district, had a small sample of respondents and, as such, might not be generalizable to a larger state and/or provincial level. Apart from the limitation of a small sample (only 8 school administrators for "role expected" were interviewed; 10 resource room teachers for "role performed" and 17 resource room teachers for "role perceived" and 17 resource room teachers for "role accepted"), it was evident that the observation log used (as described in Chapter III) might not have measured adequately the seven categories McLoughlin was trying to assess. Valid measurements could only be carried out if the observation log was supplemented by an interview and/or a questionnaire - as was very evident when the observation log was employed on a trial basis in the present study.

More recently, Evans (1981) investigated whether the perceptions of resource room teachers, regular classroom teachers and principals differed in what they thought the role of the resource room teacher should be and what they knew it actually was. Using a stratified cluster random sampling of 36 elementary resource room teachers, 12 principals and 36 regular classroom teachers, Evans collected data through a two part instrument which measured perceptions of the respondents of actual and desired responsibilities of resource room teachers in eight role functions. These responsibilities included planning, diagnosis, instruction, assessment, communication, consultation, clerical and miscellaneous (playground duty, attending staff meetings, etc.) These responsibilities were outlined in the McLoughlin study quoted earlier. The results indicated agreement among the three groups polled that actual role behaviours matched desired role behaviours in the areas of planning, diagnosis, instruction and assessment. There was also consensus among all three groups polled that actual role behaviours did not match desired behaviours in the areas of communication, consultation and clerical.

Evans' study, although relevant to the present investigation, was restrictive because it involved only three groups of stakeholders, and confined itself to a rather limited number of participants. In addition, the questionnaire contained only predetermined eight role responsibilities and functions to be performed under each of these responsibilities. No mention of skills and/or competencies required to perform such responsibilities and functions were investigated. Also, some of the other critical factors germane to the performance of the role of the resource room teacher, like psychological/physical hindrances and facilitators, personal qualities, contact persons, etc., were not considered.

The studies reviewed had several limitations in their usefulness to the present study. the generalizability to the Alberta setting appeared difficult. The dimensions investigated seemed too restrictive, and the alter groups polled were limited both in total number and composition. As a result, this study was designed to be Alberta specific, to investigate all four dimensions of role analysis and to poll a larger number of respondents both in total numbers and the number of different alter groups.

2.5.4 Alberta Documents and Related Studies

In 1959, the Royal Commission Report on Education in Alberta was presented to the Government and its people. The first reference to Special Education in this province was made in this report. Senator Cameron, the chairman of the commission, recognized the right of every child to an education which was suited to his or her potential. He recommended that greater equality of educational opportunity should be provided. Specifically, he recommended that the Provincial Government assume responsibility for the administration and financing of education of the handicapped and that the Department of Education assume special responsibility for arranging services for handicapped children in sparsely populated rural areas. It was also recommended that a committee, including educationists, other appropriate specialists and lay members, be established to inquire into the incidence of handicap, the adequacy of the present programme, the future requirements of facilities, personnel and finances, and that the committee recommend a suitable programme for introduction into Alberta (pp. 334-341).

However, no specific mention of the learning disabled child was made. The term "education of exceptional children" was mentioned in 1960 for the first time in the Department of Education Annual Report. At the same time, a branch designated as Special Educational Services was created under the direct supervision of the Assistant Chief Superintendent of Schools. The responsibilities of this department were confined to opportunity classes, the provision of hard-of-hearing and sight-saving instruction, schools for retarded children and education of the blind, deaf and physically handicapped. Once again, no mention of learning disabled children was made.

Finally, in 1969, the CELDIC report was published. This report included a description of itinerant teachers who could teach children with learning disabilities. These teachers were usually expected to have special training. Their functions included diagnostic and remedial work with individual children, as well as the provision of consultation, advice, and support to classroom teachers. Frequently, they also provided a link with clinical and other facilities within or outside the school system. Their role as consultants included two main categories: the provision of specific consultation to teachers covering individual children and the provision of general consultations for schools and teachers regarding school programmes and problems.

The Worth Report (1972) outlined the cascade model for providing diversified educational services to various categories of exceptional children. However, it did not elaborate on the role of the resource room teacher. There was a vague reference to a learning therapist, whose designated function was to diagnose educational needs and design prescriptive programmes to be followed in the classroom and at home. However, it was not clear if this role was envisaged for the teachers of children with learning disabilities in resource rooms as they are found across the province today.

Following the Worth Report, the establishment of resource rooms throughout the province acquired a new dimension. Habiak, Baker and James (1974) in their Alberta Education monograph on Learning Disabilities, suggested that the organization of the programme be on a Learning Assistance Centre format, involving a co-operative team approach - including central administration, school principal, special education teacher, class teachers and specialists, such as the psychologist and the reading specialist. They suggested that the Special Education teacher be highly qualified both in terms of academic background and professional experience. Careful review of the monograph indicated that such a teacher could perform the following functions:

1. act as co-ordinator of the Learning Assistance Centre,
2. maintain liaison among all the team members,
3. provide individual consultation and pre-service programmes for regular classroom teachers,
4. provide remedial instruction designed to assist the child in overcoming specific learning disabilities as opposed to teaching academic subject matters; provide instruction to focus on Reading, Language, Mathematics and specific learning disabilities such as visual perception, auditory discrimination, motor co-ordination and expression, social-personal behaviour and the development of a positive self-concept,
5. act as a diagnostician and programme implementer who would provide a flexible programme involving a variety of instructional procedures and teaching techniques including behaviour modification and task analysis, prepare objectives for each child, review them with the classroom teacher and develop individual programmes in terms of those objectives with time targets and expected behavioral outcomes and
6. maintain records for each child concerning progress and difficulties encountered.

In addition, it was suggested that such a teacher might be qualified to perform psychological testing using tests of mental ability such as the Wechsler Intelligence Scale for Children and/or the Stanford Binet Intelligence Test, as well as other diagnostic tests, such as the Frostig Developmental Test of Visual Perception, the Wepman Auditory Discrimination Test, the Illinois Test of Psycholinguistic Abilities, and so forth. The guidelines as they appeared in that monograph are rather general for all categories of Special Education and quite broad in their scope.

Three years later, in 1977, the Special Education Report was released. Although the intent of the Report was not to determine the role of the resource room teacher within the broad terms of reference, some mention of his role was made. Assuming that the resource room teacher was able to provide consultative services to other teachers, this consultative role was investigated in terms of the resource room teacher's willingness to provide such services, the regular classroom teacher's willingness to receive these services and the frequency and the adequacy of such services in Alberta schools.

The consultative services studied were divided into two categories: follow up consultation with teachers and provision of in-service education for other teachers. With regard to the resource room teacher's role as a resource to other teachers, the results showed that, generally, the resource room teacher was willing to serve in a resource or consultative capacity. The administrators concurred with this perception. Although the resource room teachers indicated that the regular classroom teachers were generally willing to receive consultative services, in reality this kind of assistance was provided only occasionally. Most frequently provided services were in the area of language arts, while arithmetic and perceptual-motor development services were given less frequently. In-service activities were almost non-existent. Resource room teachers reported that the services provided were quite adequate, but the frequency was only "sometimes". It was further reported that these consultative services were much more readily acceptable when the administrators supported that consultative role.

conclusions provided by that section of the special education study were that, in a consultative capacity, resource room teachers could provide academic diagnosis; programme planning - including preparation and selection of appropriate instructional materials; frequent evaluation of student progress; consultation with outside agencies, parents and school staff; and in-service training for regular classroom teachers. Supporting this role further, it was recommended that Alberta school systems (in consultation with Alberta Education) develop guidelines, job descriptions and role expectations for this support service, provide orientation to teachers and administrators, implement the necessary teacher in-service programmes, and recommend that the Faculties of Education in Alberta universities consider providing pre-service programmes concerning this support role (p. 86). However, no steps were taken to implement any of these recommendations.

Specific reference to the resource room and to resource room teachers was made in the government document entitled Guidelines for the Payment of Special Education Teaching Position Grants under Section 5 of the School Grants Regulations issued by the Special Educational Services Branch, Alberta Education (1978). This document stated that resource room teachers should spend the majority of time working with pupils in the area of specific learning deficits. It further stated that approximately ten percent of the time should be spent in consultation with parents, regular classroom teachers of children being served in the resource room, school administration and assessment personnel. Another ten to fifteen percent of the time should be spent assisting regular classroom teachers with assessments and programmes for the learning disabled pupils who would not require placement in a resource room. To make the actual instruction of the learning disabled effective, it was suggested that there be no fewer than three and no more than twelve pupils under instruction at any one time, with a ceiling of twenty-five different pupils enrolled in the resource room.

In another section of this document, those guidelines indicated that resource room teachers of children with learning disabilities must possess a valid Alberta Certificate, and should ideally have successfully completed course work dealing with the education of the learning disabled child; have demonstrated teaching competence, preferably at the elementary school level; have a genuine interest in teaching learning disabled children; and possess the ability to accept children whose behaviour may be deviant or sub-average, academically and/or socially.

These guidelines, though relevant and helpful for administrative purposes and the selection of a suitable resource room teacher, did not supply an adequate description of the role that should be expected of and performed by these teachers.

There was no follow-up to recommendations in the Special Education Report (1976) regarding the development of the role for the teacher of the learning disabled children. However, in response to the presentation to the Senate of the University of Alberta by the Association for Children with Learning Disabilities (1978), the Report of the Task Force on children and others with Learning Disabilities (1979), in reference to the role of the special education teacher, indicated that "assistance to learning disabled children is generally developed from the results of diagnosis and offered by the regular classroom teacher or special education teacher (p. 30)." With this short reference, the Report recommended that "in pursuit of Provincial Government policy, it is recommended that funds be made available to universities for the training and upgrading of the resource room and special class teachers needed to staff the extended programmes for learning disabled children for which funding has recently been approved (p. 31)."

Clearly, it was difficult to offer any university training or upgrading to resource room teachers unless the role of resource room teachers was established. Recommendation 6-5 of the Task Force report discusses the competencies and skills the graduates of universities should possess. That included: basic knowledge of normal child development; identifying characteristics of learning disabilities and associated behaviors, the use of observation methods and informal diagnostic procedures; the referral and remediation systems available and communication skills, especially with children and their families.

Once again, no reference to teachers of resource rooms was made. It could be agreed that the skills and competencies mentioned should enable resource room teachers to function effectively in resource room settings. However, this might not be the case, for possessing skills did not necessarily mean that they could be effectively employed.

Besides the Habiak, Baker and James (1974) monograph, perusal of Alberta studies and government documents did not reveal in any comprehensive form the expectations of resource room teachers and/or the actual role performed by these teachers. In fact, it seemed that the "role" of the teacher of the learning disabled was taken for granted. Consequently, it was important to investigate that crucial aspect of educational programmes for the learning disabled. It was anticipated that the present study would clarify some of the existing confusion surrounding the role of the resource room teacher.

2.5.5 Personal Qualities and Skills

As stated in Chapter I, the cornerstone of any special education programme was the teacher. In fact, as Mattu and Duncan (1978) state, the teacher was the programme. It was the teacher's responsibility to be sensitive to and aware of the needs of the learning disabled child, and to be a genuine caring human being who would challenge the child to facilitate maximum growth (Draft Philosophy of Special Education, 1978). This statement implied the existence of certain unique personal qualities and skills that were essential in dealing with those who were categorized as learning disabled. Perhaps Leonard Green (1972) best described the qualities of the successful special education teacher. These are presented below in their entirety:

1. The successful special educator must demonstrate patience - not resignation to continued failures, but a readiness to wait for successes. She understands that growth does not occur on a steady line and that there may be some necessary regression along the way. She also understands that although surface behaviors may be somewhat modified and altered, more important is the attitudinal base of the student. She understands this not only intellectually but also she has developed a reserve of emotional strength to help carry her student and herself through the process.

2. The successful teacher possesses humour. She takes her work very seriously, but not herself. She operates with an automatic thermostat control, laughing at the madness around, but laughing with the student - not at him. She uses humor - which is based on tragedy - as a way of making tragic events, failures, and the like, more bearable. Without this ingredient, her life and work would be insufferable, and in many ways she would become unbearable, and a burden to her students.

3. The successful staff member has the ability to motivate - to light a spark which will serve as an ignition mechanism. She does this by participating with the children, by being involved in their activities. Her verbal output is held to a minimum; she teaches and motivates through activity. She finds that her vocabulary is filled with many more "cans" than "can'ts" and "mays" rather than "may nots". This is almost automatic with her. She somehow has been able to empathetically understand the students'

unsureness, the insecurity and the crippling feelings of inadequacy. She starts the student with safe, easy activities - sure in the sense of guaranteeing concrete success with a minimal amount of effort. The sparks that set the ignition apparatus going in a direction that develops into self-motivation are small, short-term, planned, success-rendering experiences with immediate payoff, the reinforcement being another success experience. In other words, she changes the failure-success syndrome to a success syndrome. This is difficult because she is fighting, figuratively speaking, the currents and tides of time that brought the youngster into the institution in the first place.

4. The successful practitioner does not play cops and robbers with the students, nor does she play cowboys and indians. Rather, in an effort to humanize the dehumanizing experience of his being sent away, she develops around the student an atmosphere and environment anchored in a shared responsibility model of management. She consults with the student, seeks his advice, accepts his criticism. While she evaluates and grades the students, she also has a reciprocal grading plan developed for herself. Her own evaiuative sheet is not posted with "As and Bs"; yet the grading is most important. The "Fs" mean: "You let me down. You let us down. You are phony. You don't trust us. You brought your hang-ups from home into the institution today. Why are you on my back?"
   The successful practitioner governs the situation - whether it be in the classroom, on the job, in a hallway or a dormitory - not from a drive to be on top of things, but from the more positive drive to be in touch with things. It has been my observation that when the desire to be on top of things becomes the consummate goal, one finds quite frequently that he is on to of nothing.

5. Another most positive quality I have observed in the successful practitioner is the ability to develop a framework, to create an atmosphere, which supports growth rather than suppressing it. Certainly there is "law and order", there are rules and regulations which are understandable and are understood by the student - but there is also reason. While on the one hand it would be quite naive to thing that an understanding of the reasons for rules and regulations would automatically give

them support, why a rule? Why even take the time to question whether or not one should obey the rule?

6. While it is a cliche that curiosity killed the cat, the successful worker understands that curiosity is a powerful human drive; that if it is used constructively and skilfully by teachers, it fuels creativity, which is a direct line to a feeling of personal worth and a really special place in the run. It gives a sense of uniqueness - the uniqueness of you as a person rather than you as just another number in a long series of numbers.

7. The successful teachers or practitioner has an acute sense of timing. To use computerized terms, she is "plugged in". She understands seasonal let downs and after-lunch blues. She also understand that if one of her students has had an argument with a boyfriend or girlfriend, there is little sense in trying to teach a heavy load of math or grammar. So instead, she provides a cooling-off period before attempting to present abstract subject matter to the students. This necessarily means that although she lives and works in an environment which is definitely structured - like a ball park - within the stated territory there is freedom, there is elasticity, there is the teacher's right to intuitively adapt to the situation and to the needs of the students.

8. The teacher has the ability to be in touch, emotionally speaking, with her students and herself. Certainly, she doesn't carry a thermometer in her pocket, but she carries an intuitive thermometer in her hand and in her stomach - one that can take emotional temperatures both for the children and for herself. She knows how to measure the emotional loading before placing new problems on already overloaded shoulders, and does not burden the students with her own emotional problems. She realizes that if she had just had a fight with her husband, or if her car broke down, or if she was caught in a speed trap, or if she feels alienated or hurt, that she must first take some emotional distance and get in touch with herself before approaching the students. She knows how easy it is - almost inviting - to displace or project her anger on to her captive audience. The students are there before her, and the easiest thing to do would be to scream at them, using them as scapegoats for her own

shortcomings.

9. The successful teacher I have observed knows how to communicate. She deals in specifics. She stays away from ambiguities and from sweeping generalizations and stereotypes. (This applies also to those on the administrative level). The quality teacher offers very few "maybes" or "perhapses" or "I will look into this" which she never bothers to do. Rather, there are "yeses" and "nos" and "I don't know but I will find outs" - which she always does. She is predictable she is known, becuase she behaves in a predictable and known way. She employs an economy of meaningful wors and she doesn't, as Fritz Redl (1966) has pointed out, give wrong reasons for sound principles. Along with this, she stays away from moralizing, from sermonizing, from patronizing, from sympathizing, and from personalizing.

10. The student finds the good special education teacher to be an interesting, viable human being. This teacher is interested in many things in the world, rather than being restring to traveling through life down a narrow corridor, limited in acitivities and interests. She can perform somewhat adequately in areas that interest the students - in athletics, in the manual arts, and, for that rare student, in the intellectual sphere (pp. 67-69).

Admitting that that list of qualities would describe a uniquely mature person, Green insisted that he had - over a period of many years - observed more people in this field with many of these qualities that one might expect to find. His list was not unlike that of Symonds (1947) who wrote that a successful teacher must like teaching, be personally secure; have self-respect, dignity and courage; identify with the children; accept aggression, laziness and slowness; be free from anxiety; and, finally, not be self-centred or selfish. Lord and Kirk (1950) also developed a list of traits they believed to be significant for teachers of special classes: capacity of self direction, patience and perseverance, experimentally minded, physically and personally well-adjusted. Rappaport and McNary (1970), in outlining qualities and traits that would enable the teacher to work effectively with children with learning disorders, asserted that the schools required a breed of teachers who differed from the archetypal teacher in terms of basic personality attributes, training and function. That teacher was required to play the major role in the rehabilitation of these children. Specifically, that teacher required:

> In personality ... a sense of true self-respect, maturity, proper sensitivity to the needs of others, a well integrated identity and abundant frustration tolerance.
> In attitude ... experimental viewpoint, is able to work flexibly and productively in a situation that has many uncertainties, can establish warm relationships with children, and at the same time can maintain strong relationships with adults who are both in other disciplines and in administration (p. 22).

Waldman (1972) provided support for these writers in stating that children learned best from people who were sensitive to both their ego and their academic problems. This quality became more important when it was based on knowledge of children with learning disabilities. Their problems created considerable distance from their peers in terms of status and achievement. Sensitive teachers could ease the frustration and despair that had plagued these children.

In the McLoughlin study (1973), the administrators indicated that they expected resource room teachers to have outgoing personalities; to be friendly, accessible, modest, patient, imaginative and creative; to be realistic in their expectations, to be flexible, well-rounded individuals; and to be calm and responsible. Resource room teachers themselves mentioned warmth, sensitivity, patience, a sense of responsibility, acceptance and understanding of student problems, co-operativness, objectivity, and the ability to relate well to other individuals as important personal attributes for effective functioning. These personal qualities were found in most of the resource room teachers observed by McLoughlin.

In addition to specific personal qualities, it was important that resource room teachers possess certain specific skills or abilities. Hammill and Wiederholt (1972) summarized these concisely. They emphasized that the resource room teachers must possess three particular kinds of abilities: (1) the ability to individualize instruction for children referred to the resource room, (2) the ability to assess particular educational and behavioural problems and needs, and (3) the ability to work closely and harmoniously with other teachers and staff members. In their most recent publications, Hammill, Wiederholt and Brown (1983) indicated that resource room teachers must be competent in curriculum analysis, analytical teaching, organization and management of the learning environment, mobilization of resources and system analysis.

Insisting that, in reality, education could be no better than the personnel providing the services, Kass (in Hammill and Bartel, 1971) explained that the following skills were extremely important:

> .... a basic foundation or introduction to both the behavioral and physical sciences, with grounding in all the humanities. The specialist will be skilled in diagnosis and remediation of process deficits with the child. Testing skills require the incorporation of the principles of individual testing and the technical mastery of testing procedures. Remediation skills require understanding of the deficits revealed by tests, and mastery of the application of appropriate pedagogy (p. 7).

Kass further stated that such an individual should have practicum or internship experiences before being allowed to function in a classroom set up, should be able to work with an interdisciplinary team, should be able to carry out research and should be able to communicate with teachers and other school personnel. Suggestions for training programmes also were made by Lerner (1975), Gaerheart (1976), and Artley and Hardin (1976). The latter proposed that "in addition to a broad base of educational psychology and child growth and development, courses and practicum experiences will be necessary in the area of symbolic learning, mathematics, reading and language arts, perceptions, psycholinguistics, child behaviour, neurology and language development (p. 365)."

Results of the McLoughlin study (1973) revealed that the administrators expected resource room teachers to have skills in three areas: instructional, diagnostic and consultative. These skills were similar to those outlined by Hammill and Wiederholt (1972). When asked what resource room teachers themselves perceived as the skills essential to function succesfully in a resource room, they indicated that extensive knowledge of learning disabilities, theory and remedial techniques, ability to plan a programme based on diagnostic information, knowledge of materials, familiarity with regular classroom curriculum and ability to teach academic subjects in a remedial and programmed fashion, were essential. Furthermore, diagnostic skills to enable the teachers to construct informal tests and to administer and interpret formal psycho-educational tests, as well as a knowledge of evaluation procedures, were highly desirable. Regarding consultative skills, these authors felt that good communication skills, the understanding of student, teacher and parent perspectives and the ability to explain learning disabilities programmes and remedial procedures were critical. In-class observations revealed that a thorough knowledge and training in learning disabilities, with its diagnositic and remedial implications, was essential.

And finally, the teacher competency list (Table 1) developed by Newcomer (1978) is worthy of attention. The professional organization for learning disabilities personnel, the Council for Exceptional Children's Division for Children with Learning Disabilities (DCLD) established a competency committee, under the chairmanship of Newcomer. The mandate of this committee was to examine the diverse skills needed by learning disabilities personnel who worked in a variety of situations from kindergarten to high school, and develop a competency policy statement. Once available, it was hoped that such a statement would become a guiding document for institutions of higher education to develop new - or modify existing - training programmes, for school districts to develop criteria for employment, for state departments of education to establish certification standards and for the professional organization to monitor ongoing professional practices. Since its publication, a research study was conducted by Freeman and Becker (1979) to determine whether practitioners agreed with the DCLD statement. Their findings suggested that the DCLD statement did indeed reflect the opinions of practising professionals. Because of its importance and acceptance as well as relevance to the present study, the DCLD competency statement has been included in its entirety.

Table 1

Division for Children with Leatning Disabilities (DCLD) Compentency Statement

	ORAL LANGUAGE
I. GENERAL KNOWLEDGE	The teacher:
	1. understands the association learning, linguistically oriented, and cognitive theories of language
II. ASSESSMENT	1. can adminster and interpret standardized language tests in the areas of phonology, semantics, morphology, and syntax
III. INSTRUCTION	1. can select and use appropriate commercial developmental materials and programs
	READING
I. GENERAL KNOWLEDGE	The teacher:
A. Developmental Reading	1. undertands basic theories related to the field of reading
B. Specialized Reading	
1. Corrective Reading	1. understands the corrective instruction is a system for planning and delivering classroom instruction to students who experience minor deficiences in the elements of developmental reading
2. Remedial Reading	1. understands that remedial reading instruction is a system for delivering intensive individualized instruction to students who have major reading problems in word recognition, comprehension, and fluency
II. ASSESSMENT	
A. Screening	1. has knowledge of the appropriate instruments and techniques for general screening for reading
B. Evaluation	1. has knowledge of the appropriate instruments and techniques for specific assessment of the students' level of reading achievement and the areas that warrant specific attention

C. Diagnosis	1. can select and administer formal and informal diagnostic instruments for specific skills related to reading
D. Formative / Summative	1. can develop and use tests to monitor students' ongoing and final level of mastery
III. INSTRUCTION	
A. Corrective Reading	1. can plan and implement instruction for minor problems associated with gaps or deficiencies in the developmental reading process
B. Remedial Reading	1. can plan and implement intensive indivualized instruction in the skill areas associated with remedial reading

WRITTEN EXPRESSION

I. GENERAL KNOWLEDGE	The teacher:
	1. recognizes written expression as a method of conveying ideas or meanings
II. ASSESSMENT	1. can adminster and interpret standardized achievement tests of written expression
III. INSTRUCTION	1. can plan and implement an instructional programme incorporating the basic components for writing
	1.1 purpose of composition;
	1.2 arrangement of ideas;
	1.3 compare and contrast skills;
	1.4 organization of ideas;
	1.5 types of prose, e.g. narrative, descriptive, expository, argumentation;
	1.6 poetry

SPELLING

I. GENERAL KNOWLEDGE	The teacher:
	1. undertands the nature and rules of English orthography
II. ASSESSMENT	1. can administer and interpret the spelling sections of

	standardized achievement tests
III. INSTRUCTION	1. can teach spelling skillsusing a planned sequence of activities

MATHEMATICS

I. GENERAL KNOWLEDGE	The teacher:
A. Number Theory	1. understands all the concepts involved in numeration and counting
B. Addition and Subtraction	1. understands the computation process involved in adding and subtracting whole numbers
C. Multiplication and Division	1. understands the computational process involved in solving multiplication and division programmes
D. Fractions, Decimals, and Percentage	1. understands all the operations involved in adding, subtracting, multiplying and dividing fractions, decimal numbers, and numbers expressed as percentages
E. Geometry	1. understands simple common plane geometic figures, e.g. circle, square
F. Measurement	1. understands all concepts involved in measurement of time, linear planes, weight, liquids, and temperature
G. Verbal Problem Solving	1. understands the variable that contribute to difficulty in verbal problem solving, e.g. reading level, level of syntactic complexity, distractors, etc.
II. ASSESSMENT	1. can adminster and interpret the mathematics portion of standardized group achievement tests
III. INSTRUCTION	1. can teach a specific mathematical skill by developing and following a planned sequence of activities

COGNITION

I. GENERAL KNOWLEDGE	The teacher:
A. Nature of Thought	1. understands various theories regarding thought and process of thinking
B. Piagetian Theories	1. understands the implications of a stage theory such as Piagets's and

	can compare it with age theories
C. Association Theory	1. understands the implications of association theory and can analyze learning situations into stimulus and response components
D. Information Processing Theories	1. understands the implications of information processing theory as a model of human intelligence
E. Gestalt Theories	1. understands theories which view learning wholistically and can analyze:
	1.1 discovery learning;
	1.2 perceptual arousal;
	1.3 creative or original responses
F. Theories of Intelligence	1. understands Q-factor theory, "g" and special abilities
II. ASSESSMENT	1. can administer and interpret standardized tests of intelligence
A. Formal	
B. Informal	1. can devise tasks which reveal children's skills at problem solving, inferential thinking and concept development
III. INSTRUCTION	1. can incorporate information regarding cognitive development into general instructional programming

BEHAVIOURAL MANAGEMENT

I. GENERAL KNOWLEDGE	The teacher:
	1. understands general theoretical positions related to:
	1.1 theories of learning;
	1.2 theories of personality and psychopathology;
	1.3 child development (normal and atypical)
II. ASSESSMENT	1. can define target behaviors.
III. INSTRUCTION	1. can use remedial instructional procedures to modify behavior

COUNSELING AND CONSULTING

I. Consulting with Teachers	The teacher:

		and Administrators	1. must have knowledge about working with exceptional children in school settings involving handicapped and non-handicapped students
II.		Counseling and Consulting with Parents	1. can establish and maintain rapport with parents
III.		Counseling and Consulting with Children	1. must establish and maintain rapport with children

CAREER/VOCATIONAL EDUCATION

I.		GENERAL KNOWLEDGE	The teacher:
	A.	Knowledge of Individual Characteristics	1. is aware that each individual has unique patterns of abilities and limitations which affect career/vocational decisions
	B.	Knowledge of Career and Occupational Opportunities	1. has comprehensive knowledge of a wide variety of occupational families
II.		ASSESSMENT	1. can administer and interpret standardized vocational/career interest and aptitude tests
III.		INSTRUCTION	1. will provide information pertaining to a wide variety career opportunities

EDUCATIONAL OPERATIONS

I.	ASSESSMENT	The teacher:
		1. is able to establish rapport during assessment
II.	MATERIALS	1. can determine student needs to be met by curricula
III.	A/V	1. can identify and select media appropriate for stated instructional objectives
IV.	ENVIRONMENT	1. can identify variables which influence learning in the school and classroom environment
V.	INSTRUCTION	1. can plan and implement a sequential remedial program for a student

HISTORICAL-THEORETICAL PERSPECTIVES

I.	HISTORY OF LEARNING	The teacher:
	DISABILITIES	1. can identify early contributors to

			the field of learning disabilities
II.	PROGRAM MODELS	1.	can explain various program models used to deliver services to learning disabled children
III.	PROFESSIONAL ORGANIZATION	1.	is aware of various professional organizations in learning disabilities

DCLD Competency statement (Newcomer, P.L. Competencies for professionals in learning disabilities. Learning Disability Quarterly, 1978.

3. RESEARCH DESIGN AND METHODOLOGY

Described in this chapter are the methods and procedures used to gather data for this study. The evolution of the data gathering process is outlined. This includes the use of an open-ended questionnaire for "role expected" and "role perceived", observation and interviews for "role performed" and the completion of the final opinionnaire to determine the "role accepted" by resource room teachers.

3.1 Description of the Sample

Because of the potential impact this study could have on the process of educating the learning disabled in Alberta, it was imperative to survey as many people and institutions as possible. To accomodate the nature and magnitude of the study, stratified sampling was used with the random distribution of questionnaires and opinionnaires at the school district level. This was the most practical and economically feasible method for data collection.

A list of operating school jurisdictions within the Province of Alberta was obtained from the offices of the Field Services Branch of Alberta Education. The list revealed the information presented in Table 2.

This was further categorized in terms of urban and rural operators as indicated in Table 3 that follows. This categorization was essential to determine the relationship between role variables and situational variables.

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Based upon this information, the samples involved in the four dimensions of role analysis were determined. The intent was to employ the entire province as the location for this investigation. As a result, a technique called multistage sampling (Travers, 1976) was employed for reasons of economy, time and managability of the study. As such, care was taken to avoid the involvement of any individual more than once in the four dimensions investigated.

Based on this information, the samples involved in the four dimensions of role analysis were determined. The intent was to employ the entire province as the location for this investigation. As a result, a technique called multistage sampling (Travers, 1976) was

Table 2

School Jurisdiction in the Province of Alberta

Total Number and Classification

Type of Jurisdiction	Number
Counties	30
Divisions	29
Districts *	48
Total	107

* Districts include:

Public School Districts	27
Roman Catholic Separate School Districts	44
Roman Catholic Public School Districts	2
Protestant Separate School Districts	2
Consolidated School Districts	3
Regional School Districts	3
Department of National Defence	4

However, some of these are too small to have Special Education and/or resident superintendents - consolidated superintendencies. Therefore, the total number polled was only 48 based on combined superintendencies.

Table 3

School Jurisdictions

Urban and Rural Breakdown

Type	Number
Rural	86
Urban	21
Total	107

Rural - as defined by Field Services Branch of Alberta Education.

Urban - as defined by Field Services Branch of Alberta Education - "CITIES" employed for reasons of economy, time and managability of the study. As such, care was taken to avoid the involvement of any individual more than once in the four dimensions investigated.

3.1.1 Sample Polled for Role Expected

For this dimension of the study, a stratified sample of 508 individuals was drawn. These included:

1. 214 regular classroom teachers selected from throughout the Province of Alberta. Two teachers from each jurisdiction were assigned randomly by the Superintendent of Schools of the district. Of these, 60 were from counties, 96 from districts and 56 from divisions. There was an urban rural split of 42 to 172.

2. 107 school administrators directly responsible for the day to day administration of the resource room. One administrator from each jurisdiction was assigned randomly by the Superintendent of Schools. Of these 30 were were from counties, 48 were from districts and 29 from divisions with an urban rural split of 21 to 86.

3. 107 central office administrators directly responsible for resource room supervision. One central office administrator was assigned randomly by the Superintendent of Schools or the Superintendent himself assumed this responsibility when he was the only central office administrator. Of these 30 were from counties, 48 from districts and 29 from divisions. (There was an urban rural split of 21 to 86).

4. 25 trainers from the three universities in Alberta. This was the number of university professionals directly involved in the area of Special Education and offering relevant undergraduate and graduate courses for those intending to teach in resource rooms.

5. 15 Alberta Education, Special Education Consultants, the total number of consultants who provided the various kinds of support services for the resource room teachers.

6. 40 parents of learning disabled children who had been or were receiving instruction in resource rooms. Parents were polled throughout Alberta with the help of practising resource room teachers who assisted in the distribution of

questionnaires.

3.1.2 Sample Polled for Role Perceived

For this dimension of the study, a stratified sample of 214 resource room teachers was polled. Two teachers from each jurisdiction were assigned randomly by the Superintendent of Schools of the district. Of these 60 were from counties, 96 from districts and 56 from divisions. There was an urban rural split of 42 to 172.

3.1.3 Sample Observed and Interviewed for Role Performed

A total of 36 resource room teachers selected throughout Alberta (Table 4) were involved in the Observation/Interview dimension of the study. These 36 teachers included 19 teachers from urban areas and 17 teachers from rural areas, with representation from counties, districts, divisions, and public and separate schools. In this manner, a representative sample was obtained. Furthermore, because of the time, effort and money required to conduct this phase, cluster random sampling (Travers, 1978) similar to the one used by Evans (1981) in her study, was employed. In this type of sampling, a group of teachers within the same jurisdiction participated. This allowed a single observer/interviewer to observe and interview several teachers in a single trip to a jurisdiction.

3.1.4 Sample Polled for Role Accepted

For the fourth dimension of the study, a stratified sample of 321 resource room teachers was surveyed. Three teachers from each school jursisdiction were randomly assigned by the Superintendent of Schools of the home school district. Of these 90 were from counties, 144 from districts and 87 from divisions. There was an urban rural split of 63 to 258.

3.2 Procedure

Inductive processes formed the basis of the study's procedures. The study proceeded through a series of phases, each of which was calculated to provide direction to the activities of the following phase. This procedure was deployed in the four phases

Table 4

The Sample Observed and Interviewed for Role Performed

Jurisdiction	Urban	Rural	Total
No. of Resource Room Teachers Observed and Interviewed	19	17	36

	Jurisdiction	Type	No. of Teachers Observed / Interviewed
1.	Edmonton R.C.S.C. District No. 7	City / Separate	5
2.	Camrose School District No. 1315	City / Public	2
3.	Red Deer School District No. 104	City / Public	6
4.	Wetaskiwin School District No. 264	City / Public	2
5.	County of Lamont No. 30	County / Rural	5
6.	Jasper School District No. 3063	District / Rural	1
7.	Grand Cache School District No. 2357	District / Rural	1
8.	East Central Alberta Catholic School Districts No. 65, 16, 31	District / Rural Separate	3
9.	Wainwright School Division No. 32	Division / Rural Public	4
10.	Yellowhead School Division No. 12	Division / Rural Public	1
11.	Grand Prairie School District R.C.S.S. No. 28	District / City Separate	2
12.	Lethbridge School Division No. 0051	District / City Public	2
13.	Foothills School Division No. 38	Division / Rural Public	2

of the research design presented diagrammatically in the figure below:

Figure 5

ProceduralL Phases of the Study

Phase One: Administration of McLoughlin questionnaire to parents, regular classroom teachers, school and central office administrators, University of Alberta Educational Personnel - Compilation of role expected profile

Phase Two: Administration of McLoughlin questionnaire to Resource Room Teachers for Compilation of role perceived profile.

Phase Three: Observation/ interview of Resource Room Teachers for Compilation of role performed profile.

Phase Four: Construction of opinionnaire using data from the "Role Expected", "Role Perceived" and "Role Performed" profiles and administration of this opinionnaire to Resource Room teachers for role accepted profile - compilation of role accepted profile.

3.3 Instrumentation

Three instruments used by McLoughlin (1973) in his doctoral dissertation were used in this study. The first of these was a "Questionnaire". This was used to gather responses for the "role expected", "role perceived" and partly for the "role performed" profiles. The second instrument used for this study was the "observation log" and "interview questions" for the collection of data for the "role performed" profile (using McLoughlin's 1973 questionnaire as a guide). The third and the final instrument was the "Opinionnaire". This was produced as per procedures used by McLoughlin using the information from the three "role expected", "role perceived" and "role performed" profiles. This opinionnaire was used to gather data for the "role most accepted" profile.

3.3.1 Questionnaire

For the collection of the "role expected", "role perceived" and "role performed" data, an open-ended, unstructured response questionnaire was employed (Appendix J).

This questionnaire, as used by James A. McLoughlin (1973) came closest to Allport's conceptual framework and the intent of the present study. As such, it seemed an ideal instrument to measure similar functions performed by resource room teachers. The questionnaire covered seven broad aspects of the role of the resource room teacher. It also accomodated an open-ended resposne in a descriptive fashion, and was useable for observations, interview and written responses. The seven role aspects were:

1. role name,
2. role relationships with other people and/or agencies,
3. role responsibilities and major assignments and the general frequency of performance,
4. role functions - specific activities,
5. role skills required to perform the role functions,
6. personal qualities,
7. environmental factors (physical and psychological) that help or hinder resource room teachers' role performance.

Since there was no mention of reliability and/or validity data for the McLoughlin questionnaire in the microfilmed copy of his study, other than a short pilot study by the present investigator to determine the content validity of the instrument, no other attempt was made to test its validity and reliability. Included with the questionnaire, was a section to gather supplementary personal data about the respondents.

3.3.2 Observations and Interviews

On site, direct observations of a selected number of teachers were made to gather information about the actual "role performed" by the resource room teachers. For the purpose of this study the questionnaire described earlier (used for the "role expected") was used as a source of reference (Appendix J). An experienced special education teacher proficient in the art of observation carried out this task. On several occasions, discussions regarding the objectives of the study and the nature and the manner in which the observations were to be made took place. The trained observer maintained a written log for each observation period to cover all verbal and non-verbal activities performed by resource room teachers in the day-to-day operation of a resource room. In addition to teacher activities, environmental factors and the activities of other personnel with other responsibilities who entered the classroom were included. Any comments voluntarily contributed by resource room teachers to the observer were also recorded.

Each resource room teacher was observed for a duration of two hours. Following this, the observer coded the response transcript using the seven major categories mentioned in the observation log code and the questionnaire and the same process as used by McLoughlin (1973). Because of the availability of existing records, a second coder (the investigator) re-coded the protocols to increase coder reliability.

An interview was included to supplement the data collected through observations. The interview questions were:

1. What is the name of the role you perform?
2. Questions divided into three categories:
   a. What are the names of the role that other people have with whom you work in your role as a resource room teacher?
   b. What is the nature of the relationship?
   c. What is the purpose of your contact with them?
3. What are the responsibilities (general assignments) of your role and the general frequency of performance?
4. What functions (specific activities) are peformed to fulfill each of the responsibilities mentioned above? Specify methods and materials.
5. What skills are necessary to perform the functions of your role?
6. What personal qualities are necessary to fulfill your role?
7. What environmental factors (physical and psychological) help and/or hinder your role performance?

Constant supervision of the observer took place in order to maintain consistency in observation and interviews.

3.3.3 Opinionnaire

This structured instrument was constructed from information provided by parents, school and central office administrators, regular classroom teachers, trainers of special education teachers from three universities in Alberta, personnel from Alberta Education, resource room teachers and data collected through the observation of resource room teachers. The items chosen were selected directly from the profiles of "role expected", "role perceived" and "role performed". Only those items that were clearly distinguishable and occured most frequently were included in the opinionnaire. The general objective of this opinionnaire was to produce a profile of "role accepted" by resource room teachers throughout the Province of Alberta. A copy of the opinnionaire is in Appendix J.

The results indicated the degree to which resource room teachers accepted this role. Because this is a measure of individual attitude, it was decided to use statements rather than questions as stimuli. The respondents were asked to indicate the degree to which they liked the sentence completion concerning the teacher. This section required a series of gradation, using five-point scale of degree of "acceptance" from "most acceptable" as number five on the right, to "most non-acceptable" as number one to the left.

1	2	3	4	5
Most Non Acceptable	Non Acceptable	Neither Acceptable nor Non Acceptable	Acceptable	Most Acceptable

The scale and its meaning, among other information, was presented to the respondents on the first page of the opinionnaire with the instructions.

3.4 Data Collection

The most appropriate means of collecting data from schools, it was felt, was through the distribution of questionnaires and opinionnaires to the Superintendent of Schools for each jurisdiction. A stamped self-addressed envelope addressed directly to the investigator was enclosed.

Various school jurisdictions agreed to help distribute the questionnaire to parents of children with learning disabilities. The method of collection was the same as descirbed for the schools.

The Regional Offices of Education were surveyed through the co-ordinators of Edmonton and Calgary offices. The personnel from the Special Educational Services Branch were contacted directly.

Chairmen of each of the Educational Psychology Departments at the three universities involved were contacted to help identify those involved in teaching Special Education Courses and for assistance in distributing the questionnaires, along with the stamped self-addressed envelopes provided.

Selection of resource room teachers for observation and interviews was discussed with various school Superintendents and permission to observe teachers in their jurisdiction requested. A two-hour long for each of the 36 teachers selected was recorded and coded.

3.5 Treatment of Data

Most of the data was collected through open-ended questionnaires, on-site observations, and interview techniques. As a result the major portion of the analysis is descriptive, indicating some form of consensus among the various groups surveyed, observed and interviewed. Since roles are dynamic and because of the magnitude of samples surveyed, to allow for variation in similarities and differences an agreement response level of 30% was used as a basis for inclusion of any item in the "role expected", "role perceived" and "role performed" profiles. Whereas other levels of agreement could have been used, there are no statistical grounds for assuming any level of agreement. A judgement is called for by the researcher. Since "perceptions" are a highly individual matter, 30% agreement was deemed to be sufficient to account for reasonable agreement of responses to all the varying aspects of the questionnaire. Similarities and differences due to situational variables (county, district, division organizational structures and urban/rural settings) were also examined.

Altogether, eight profiles were compiled as follows:

1. With the administration of the questionnaires to various alter groups, the following profiles for "role expected" of the resource room teachers emerged (Appendix A):
    a. Role expected by parents,

    b. Role expected by school administrators,

c. Role expected by central office administration,

d. Role expected by regular classroom teachers,

e. Role expected by Alberta Education personnel.
Role expected by the trainers of the special education teachers at the universities, was not compiled into a profile because only four out of twenty-five responded.

2. Information from the above profiles (1a. b. c. d. e. f.) culminated in a profile of "role expected" by various alter groups (Appendix B).

3. With the administration of the questionnaire to resource room teachers concerning the "role perceived", a profile of this category was yielded (Appendix D).

4. The on-site observations and personal interviews yielded information for the "role performed" profiles (Appendix F).

The profiles of "role expected", "role perceived" and "role performed" became part of the final opinionnaire to determine the "role most accepted" by resource room teachers in Alberta.

From the opinionnaire, a count of the number of respondents who gave a particular response to each item was made. This quantitative data enabled the generation of a contingency table with the number of respondents in each of the five possible alternatives for each of the items appearing on the opinionnaire. Mean scores of responses to each of the items of the opinionnaire were computed (Appendix I) and used to analyze descriptively the "acceptance" and "non-acceptance" of the categories by resource room teachers.

A profile of the "role most accepted" by resource room teachers was produced through a descriptive form of analysis. Three ranges of mean scores were established (as per the McLoughlin study) to analyze the scores as follows:

Rejection - 1 to 2.4
Neutrality - 2.5 to 3.4
Acceptance - 3.5 to 5

The scores were arranged according to these ranges to facilitate analysis in the table showing "role acceptance" by resource room teachers. Particular attention was given to scores of items which fell into the acceptance and rejection ranges since these two categories indicated strong acceptance and rejection of the teachers. No other statistical analysis was attempted because it did not seem to be appropriate to answer the questions raised.

4. ANALYSIS OF DATA AND FINDINGS

4.1 Introduction

The presentation of descriptive analysis of data in this section follows the order established in the statement of the problem outlined in Chapter I.

A response level of 30% was used as the basis for the inclusion of an item in any of the "role expected", "role perceived" and "role performed" profiles. SECTION 1

4.2 Role Expected of Resource Room Teachers

1.(i) **What role did the regular classroom teachers, school and central office administrators, special education teacher trainers at the universities, the Alberta Education personnel, and the parents expect the resource room teachers to perform?**

4.2.1 Sample

Outlined in Appendix B is the profile for "role expected" of resource room teachers in this province. Those responding included regular classroom teachers, school and central office administrators, Alberta Education personnel and parents of learning disabled children. Responses from university personnel, although limited, were included in this total compilation of "role expected" profile by various alter groups. Of 508 individuals polled, 235 or 46% responded. This number included 80 or 37% of 214 regular classroom teachers polled, 62 or 58% of 107 school administrators polled, 45 or 42% of 107 central office administrators polled, 10 or 66% of 15 Alberta Education personnel polled, 4 or 16% of 25 university instructors polled, and 34 or 85% parents of learning disabled children polled or interviewed.

Individual profiles compiled from data supplied by various alter groups are presented as Profiles 1, 2, 3, 4, 5 and 6 (Appendix A). Because of the size of the group that responded from the universities (only 4 or 25 trainers of special education teachers returned the completed questionnaires), no attempt was made to develop a profile indicating "role expected" by this group. No relevant information emerged from the personal data provided by respondents for inclusion in any of the "role expected" profiles.

However, some other comments made by these alter groups (Appendix C) such as the ones presented below verbatim show evidence that clarification of the role of resource room teachers was much needed:

> "In my experience there has not been a clearly defined role for the resource room teacher. I am interested in applying for the position eventually, but hesitate because presently they are expected to be 'miracle workers'."
>
> "There is a perception among teachers that learning disabilities instruction is for the students who are failing, rather than students with specific problems."
>
> "The job description should be clearly outlined to the staff, parents and teachers in question."
>
> "There is general lack of communication of the duties of the resource room teacher. When these people begin a job they should make it clear exactly what they can do or are expected to do for the student. 'Resource Room Teacher' is a very vague term describing a position which should be much more specifically outlined."
>
> "If any problems do arise, they usually do so because parents are unaware of what the goals and purposes of a resource room are."
>
> "We have trouble with special education in our district. One of the reasons is probably because the role of the resource room teacher has not been specified by the Department of Education. Moreover, what the teacher is doing is not necessarily understood and accepted in the school."
>
> "Repeated problems with communication of purposes of programmes and with getting classroom teachers to cooperate fully and to carry through with follow-up required."

4.2.2 Role Name

Detailed analysis of other information collected indicates that the title "resource room" teacher was the one used most frequently by those polled for the "role expected" component of the study. Other names used less frequently -- although falling within the 30% frequency range -- were those of learning disabilities teacher and/or specialist.

4.2.3 Role Relationships

Those responding to the "role expected" questionnaires indicated that teachers of learning disabled children were expected to come in contact with regular classroom teachers, school principals, psychologist and parents. They indicated that they viewed the principal as a superior, the regular classroom teacher and the psychologist as colleagues and the parents as subordinates. As for the purposes of such contacts, respondents indicated that the contact with the principal was for supervision and administration of the resource room programme and for approval of student referrals, selection and placement. The psychologist provided assistance in programme planning and psycho-educational testing to determine student strengths and weaknesses. Ongoing contact with regular classroom teachers was most frequently mentioned and included such activities as referrals, identification and placement of students in the resource room. They were also involved in assisting in planning and implementation of remedial programmes. Follow-up / discussion of student progress in the resource room was another reason for this contact. The final reason was fro discussion of the problems and weaknesses of the child on which to attempt improvements (programme development) in the regular classroom. Parents were contacted to discuss the students' programmes and progress. They were also asked to assist in carrying out some aspects of the student's programme at home, for example, supervision of homework.

4.2.4 Role Responsibilities / Functions / Skills

Respondents expected resource room teachers to undertake major responsibilities on daily basis in remedial language arts and reading, remedial mathematics and clerical duties and on a regular basis in student assessment (evaluation and diagnosis), consultation and liaison and attendance at meetings, counselling (personal), and professional development.

Those polled expected resource room teachers to carry out remedial language arts and reading resopnsibilities, by providing instruction individually and / or in small groups in basic reading and language arts skills -- phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language were the most frequently mentioned. Respondents expected resource room teachers to be able to instruct children using a variety of teaching methods, that is, adapt methods to various styles of learning. Furthermore, knowledge of instructional materials available commercially and in schools, ability to prepare and select materials appropriate for the specific needs of the child, and the ability to use the same were considered important skills and mandatory for the resource room teacher. Knowledge of reading / language arts diagnostic testing instruments; ability to subsequently group children according to their strengths and weaknesses, ability to develop individual educational plans and knowledge of the reading process were the other required skills. This included understanding of the difficulties faced by problem readers and related methods for strengthening perceptual skills.

To carry out remedial mathematics responsibilities, respondents expected resource room teachers to teach basic mathematical concepts and operations, and develop an individual educational plan for each student each day. They expected resource room teachers to be knowledgeable in subject matter -- mathematics curriculum -- at each grade lelel and to be able to gather and use appropriate instructional resources, especially games and manipulative materials. Ability to teach using varied teaching techniques and ability to design individual educational plans was also regarded as essential.

In the clerical area, respondents expected preparation of assessment and progress reports, instructional materials like duplicating worksheets, word cards, exercises and making charts and games, writing individual educational plans and maintaining individual student files, including daily records of progress and anecdotal comments. To perform these functions, resource room teachers were expected to possess organizational skills; the ability to design summary sheets, reporting procedures, worksheets and meaningful student profiles; and the capacity to operate duplicators, tape recorders, record players, photo copiers and other hardware. At the same time it was considered imperative that resource room teachers be knowledgeable about new publications, instructional materials and new programmes to enable them to develop individual educational plans.

In order to perform responsibilities in the area of student assessment, resource room teachers were expected to administer a wide variety of formal, informal, standardized achievement and diagnostic tests, such as the Silvaroli Informal Reading Inventory, Gates McGinitie Reading, Stanford Diagnostic and Achievement, Key Math, Woodcock Reading Mastery Tests, Peabody Individual Achievement Tests, etc. Following such administration, they were expected to score and interpret the results to determine students' functional levels, their weaknesses and strengths and to facilitate identification of learning disabled students and their subsequent placement in resource rooms. The respondents believed that the performance of these functions would assist resource room teachers in programme development. Furthermore, evaluating students on an ongoing basis to monitor their progress was another expected function. Resource room teachers were expected to have following skills to perform these functions: knowledge about appropriate testing materials and their accessibility; and ability to select, administer and interpret these educational tests which will enable them to communicate effectively the results to parents and teachers.

Consultation and liaison responsibilities, according to the respondents, required resource room teachers to rovide consultation to regular classroom teachers, assist them in placement, material selection, pacing and diagnosis of students. In addition, resource room teachers were required to discusss, on a continuous basis, classroom test results and programming and the progress of students attending the resource room. Furthermore, the resource room teacher was to assist classroom teachers in setting student programmes to facilitate the integration of learning disabled students in the regular classroom and to liaise closely on student progress in that setting. Respondents also expected resource room teachers to maintain a close liaison with parents. That was to include discussing test results, programming, progress, and generally providing moral support for the parents.

Resource room teachers were expected to be cooperative, flexible, tactful and patient when making suggestions to parents and teachers. These required good interpersonal skills on the part of resource room teachers, including good listening, reasoning and speaking skills to communicate effectively with parents, teachers and administrators.

To fulfill responsibilities in the area of attendance at meetings, resource room teachers were to meet with parents and homeroom teachers to discuss test results, student programmes and progress. Staff and the professional organization meetings were needed to set guidelines for resource room operations, roles of the resource room teacher and for dissemination of relevant information for staff. Interpersonal (personal and public relations) and communication skills were required to carry out these functions.

In order to perform functions associated with counselling, respondents expected resource room teachers to counsel students to assist them in improving their attitudes, work habits and general behavior, as well as facilitate their personal growth, self-concept and self-confidence. Skills required to perform these functions included sensitivity to emotional and intellectual needs and acceptance of individual differences.

Professional development responsibilities required resource room teachers to attend conferences and conventions on learning disabilities to gain new insights and to conduct professional development activities at the school level. Interpersonal skills were deemed essential to perform these functions.

4.2.5 Physical Facilitators and Hindrances

Respondents expected that physical factors such as adequate physical facilities (a private, adequately sized, bright, comfortable, well-lit, well-ventilated, and well-located room); adequate equipment (overhead projectors, tape recorders, audio-visual aids, Language Master, etc.); an adequate supply of instructional materials and paper supplies; aides (parents, paraprofessionals, and cross-age helpers) and a small number of children for instruction at a time, would help resource room teachers to perform their functions adequately. Not surprisingly, they suggested that inadequate physical facilities; overloading (too many students for daily instruction); large groups (too many students for instruction at any one time); and lack of instructional materials, supplies and audio-visual equipment would hinder resource room teachers in the adequate performance of their role. Inadequate physical facilities included items such as a small room that made variation difficult; small windows; poorly lit, poorly heated, poorly constructed, crude basements; lack of wall/storage space and isolation from the rest of the school.

4.2.6 Psychological Facilitators and Hindrances

Psychological factors cited as helping resource room teachers to perform their role adequately included supportive school administrators as well as supportive and cooperative teachers who showed a great degree of acceptance of the resource room, its value and functions. Understanding, receptive, cooperative and supportive parents was another factor mentioned that provided psychological support to resource room teachers. On the other hand, discipline problems, negative attitudes of parents, students and teachers towards resource rooms and general confusion about the role of the resource room teachers, were expected to act as psychological hindrances in the adequate role performance of resource room teachers.

4.2.7 Personal Qualities

Respondents expected resource room teachers to possess certain personal qualities. These are listed below and reflect consensus rather than priority:

1. Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowlege and use of materials and equipment, techniques and methods.
2. Patience: in working with students / aides / colleagues (tolerance), with constant repetition and drill (persistence).
3. Empathetic towards children's disabilities.
4. Understanding and senstivity for children's special needs, individual differences, and ability to cope with each child individually.
5. Firm but kind manner, wam and caring personality, cheerful, happy and mature.
6. Love and enjoy working with primary and elementary school children.
7. Ability to relate / communicate with parents, students, and colleagues.
8. Training and knowledge of remediation of learning disabilities and up-to-date research finding.
9. Self confidence and positive self-concept and ability to instill the same in students.
10. Professional attitude: committed and dedicated to students with learning disabilities; motivated to spend extra time in programming, teaching (should have physical energies).
11. Flexible and adaptable in approaching students' emotional and academic problems.
12. Optimism: saw success as a long-term goal and able to give lots of praise and support to even minimum achievement; must have a positive outlook.
13. Organizational and analytical skills, and ability to make learning a positive experience.
14. Approachable: a good listener and able to accept direction from others.

1.(ii) Did each of these groups expect different roles of resource room teachers?

Data indicate that while there were some similarities in the "role expected" of resource room teachers by these groups, there were expectations peculiar to a certain group or groups. No fewer than seven names, for example, were used to describe teachers of children with learning disabilities. These names included "resource room teacher", "learning disabilities teacher or specialist", "remediation specialist", "consultant for teachers", "programme planner designer", and "diagnostician". There was consensus among all groups participating in this component of the study that the teachers of children with learning disabilities come in contact with principals and regular classroom teachers. There was agreement as to their relationship to resource room teachers. The purpose of contact varied slightly, but overall it was fairly similar. Other contact persons mentioned were the assistant superintendent of schools by central office administrators and parents by regular classroom teachers, central office administrators and Alberta Education personnel.

By and large, all groups agreed resource room teachers should undertake major responsibilities for instruction in remedial language arts and reading, remedial mathematics, clerical, student assessments, consultation and liaison, attendance at meetings and professional development. However, there was a great deal of variance in the functions to be performed to carry out these responsibilites and the skills required to perform these functions. There seemed to be major differences in what respondents from various groups expected major psychological and physical factors that might help or hinder resource room teachers in performance of their role. For example, while there was agreement among all gorups that supportive and cooperative colleagues (teachers) provided psychological support for resource room teachers, there were a variety of other responses from individual groups ranging from good university training (confidence in one's competency), as mentioned by the parent group, to the availability of support services from consultants, specialists, psychologists, speech therapists, and other resource personnel as mentioned by school administrators and Alberta Education personnel. Ten psychological factors that hindered resource room teachers from performing their role were mentioned, with no factor receiving unanimous agreement. The factors varied from parental indifference and lack of support, as mentioned by parents, school administrators and Alberta Education personnel, to non-supportive principals and general lack of interest by school administration because of the lack of knowledge about learning disabilities and inappropriate placements, as mentioned by Alberta Education personnel. There was agreement among all groups that an adequate supply of instructional materials and paper supplies and adequate equipment were physical factors that helped resource room teachers. Conversely, absence of these factors, it was agreed, acted as hindrances. Other physical factors mentioned were parent volunteers, trained aides and cross-age helpers by regular classroom teachers, Alberta Education personnel, and school and central office administration. Also cited was the small number of children for instruction at one time by school administrators and Alberta Education personnel. Too many students for instruction at one time, as mentioned by school administrators, regular classroom teachers and Alberta Education personnel and too many students at one time, as mentioned by regular classroom teachers and school administrators, were other factors believed to act as hindrances.

Finally, there was a general consensus that such qualities as innovativeness and versatility; patience; understanding and sensitivity with respect to children's special needs, individual differences, ability to cope with each child individually; love of working with primary and elementary school children; ability to relate and communicate with parents, students and colleagues; organizational and analytical skills and ability to make learning a positive experience where desirable in resource room teachers. There were many personal qualities contained in the profiles of individual groups. These varied from being empathetic towards children's disabilities to having a professional attitude requiring commitment and dedication to the education of the learning disabled student.

1.(iii) **Was there a discrepancy between the expectations of parents and educators?**

Data indicate that parents, overall, were aware of the broad categories of the role expected of resource room teachers. The profile compiled from their responses to the questionnaire differed to the extent that the responses were not as detailed as those of the educators. For example, while the parents only used the name "resource room teacher", the other groups used several other names to refer to the same individual. Similarly, parents mentioned principals and regular classroom teachers as contact persons for resource room teachers, while some of the educator groups included assistant superintendents of schools, psychologists and parents. Major responsibilities were very similar in both cases except for programme design and development and resource consultant. Major differences were found, however, when these responsibilities were further expanded under functions, and the skills to perform these functions. The parents, generally, were not able to provide an in-depth description in either case, especially where both professional knowledge and judgements, as well as educational and technical terminology were required. In other words, parents' responses did not show the sophistication shown by responses of the educator groups. Similar observations were made of their responses in the categories of physical and psychological factors that helped and hindered. Finally, as far as personal qualities expected of resource room teachers by parents were concerned, their responses matched that of the other groups.

In short, information gathered indicated that parents generally did have clear expectations of resource room teachers. These expectations, in as much as broad categories were concerned, were similar to those mentioned by the educator groups. Discrepancy was noted only to the extent that the "role expected" profile compiled from parent responses is not as detailed in comparison to the "role expected" profiles by the regular classroom teachers, Alberta Education personnel and school and central office administrators.

1.(iv) **Did the type of school jurisdiction result in different expectations by the regular classroom teacher, school and central office personnel of its resource room teachers?**

4.2.8 Regular Classroom Teachers

Data analysis of responses of regular classroom teachers indicate that while there was some consensus in role expectations of resource room teachers, there wer differences in expectations of respondents from the various types of jurisdictions across the province in all the categories of role components. For example, while on provincial basis regular classroom teachers expected to use any of the three name titles of resource room teacher, remediation specialist and learning disabilities teacher or specialist, on an individual basis there was no consensus among various types of jurisdictions. Those responding from divisions, counties and urban districts added the fourth title of remedial reading teacher or specialist to refer to the same individual. Differences were noted in the areas of contact persons and the purpose of that contact. While regular classroom teachers from all jurisdictions agreed that resource room teachers were expected to come in contact with them and school principals, parents were also included as contact persons by respondents from counties, urban and rural districts and psychologists by rural districts. There was agreement in the purpose for the contact with principals. However, there was a variety of responses regarding the purpose of contact with regular classroom teachers. These differences ranged from follow-up and discussion of student progress in the resource room and integration into the regular classroom, as mentioned by respondents from rural districts, to assistance in planning and implementation of programs in the resource room and in the regular classroom, as indicated by those responding from counties, and rural and urban districts.

There was general consensus on expectations of major responsibilities. However, a great deal of variation was noted in the expectations of the specific functions to be performed and in the skills required to perform those functions. Variations in functions occurred in the responsibility areas of clerical, student assessment, professional development and attendance at meetings. Variation in skills was evident in responsibility areas of clerical, remedial mathematics, professional development and attendance at meetings.

There was consistency in the expectations of the psychological factors that facilitated role performance by resource room teachers. However, there were many differences among respondents from different types of jurisdictions in the area of psychological factors that hindered. Differences were also noted in physical factors that helped and hindered.

Finally, there was agreement on many items regarding the personal qualities expected of resource room teachers by regular classroom teachers. There were also a similar number of items where variation among respondents from various types of jurisdictions was noted. For example, innovativeness and versatility was mentioned by respondents from divisions, counties and rural districts. Empathy towards children's disabilities was mentioned by divisions only.

4.2.9 School Administrators

Data analysis of information provided by school administrators indicate that while there was some consensus in role expectations of resource room teachers among administrators, there were differences in expectations of respondents in all role component categories. For example, while provincially, school administrators expected to use any of the two titles of "resource room teachers" and "learning disabilities / specialist", individually, there were other titles used. Those responding from divisions added the title, "reading compensatory teacher". Respondents from counties added the name "special education teacher", and those responding from rural districts used the name "diagnostician" and "remedial reading teacher / specialist" to refer to the same individual.

There was consensus among administrators in that they expected resource room teachers to come in contact with regular classroom teachers and principals. School administrators expected regular classroom teachers in their relationships with these contact persons to be viewed as colleagues, and principals to be viewed as superiors. Overall, responses regarding the purpose of contact revealed no general agreement.

School administrators from across the province showed general consensus in that resource room teachers were expected to undertake major responsibilities in the areas of remedial language arts and reading, remedial mathematics instruction and clerical work on a daily basis; student assessment, regular consultation and liaison on a regular basis; and occasional attendance at meetings. Personal counselling on a regular basis was part of the role expected of resource room teachers in divisions, counties and rural school districts. Respondents from divisions, urban and rural school districts also included professional development on a regular basis, while responsibilities associated with resource consultants were also expected by those school administrators responding from rural and urban school districts. Variation was noted in the functions performed, skills required to perform such functions, and consequently, responsibilities identified. These variations occurred in all areas of responsibilities.

There seemed to be no variation in responses regarding psychological factors that school administrators expected to facilitate resource room teachers in their role performance. However, there was no agreement among them regarding psychological factors that hindered resource room teachers in performing their roles adequately. At the same time, variation was noted in the physical factors that helped or hindered them in carrying out the role expected.

Finally, the personal qualities expected of resource room teachers by school administrators elicited agreement on many items, for example, patience and professional attitude. There were also a similar number of items where variation among respondents from various types of jurisdictions was evident. For example, only divisions identified approachability, while counties, rural and urban districts mentioned innovativeness and versatility.

4.2.10 Central Office Administrators

Analysis of responses from central office administrators from across the province indicated that while there was some consensus among them, there were differences in expectations of respondents from various types of jurisdictions in all the role component categories. For example, while provincially central office administrators expected to use either the title "resource room teacher" or "learning disabilities teacher / specialist", on jurisdiction basis there was consensus only on the first title, "resource room teacher". Those responding from counties added "reading specialist", while those responding from urban district mentioned "special education teacher" as two additional titles used.

There were no differences evident in the areas of contact persons and their relationships. However, there was very little consensus among central office administrators across the province concerning the purpose of such contacts.

Central office administrators from all types of jurisdictions showed general consensus in that they expected resource room teachers to undertake major responsibilities on a daily basis in the remedial language arts and reading instruction, and in clerical work, and on a regular basis in student assessment, consultation and liaison, attendance at meetings and professional development. In addition, respondents from divisions, counties and rural districts also expected resource room teachers to perform major responsibilities in the area of remedial mathematics instruction on a daily basis. Programme design and development responsibilities on a regular basis were expected of them by those responding from divisions, urban and rural districts. On the other hand, personal counselling on a regular basis was expected of resource room teachers by respondents from divisions and counties. As to the functions undertaken and skills required to perform those functions, there was a great deal of variation in the responses from various types of school jurisdictions. There was agreement regarding the functions for clerical work, consultation and liaison, and for the functions and skills required for responsibilities in the area of student assessment.

In general, there were no differences among central office administrators in what they perceived to be the psychological and physical factors that acted as facilitators or hindrances in the performance of the resource room teachers' role.

Finally, central office administrators from various jurisdictions showed little agreement regarding the personal qualities expected of resource room teachers.

4.3 Role Perceived by Resource Room Teachers Themselves

2. What was the role of the resource room teacher as perceived by resource room teachers?

4.3.1 Sample

Outlined in Appendix D is the profile of "role perceived" by resource room teachers themselves. This profile was compiled using the information supplied by 122 of 214 or 57% of resource room teachers across the province. 75% indicated that they served a student populations categorized as learning disabled, 22% also instructed educable mentally retarded. The remaining number indicated that they served children who were also categorized as gifted, slow learners, educationally deprived, behaviorally deviant, unmotivated or those requiring remedial instruction in reading and / or from language backgrounds other than English. Most were in their present teaching assignments from less than one year to ten years; 50% between one and five years; 30% in their first year of teaching and 20% with over five years teaching experience as a resource room teacher. 75% were between the ages of twenty and forty years, 80% were females. 50%

of the schools polled were exclusively elementary, junior and senior schools ranging in size from under one hundred to over five hundred students. The majority of schools had between 100-400 students. Most of the students served were from primary and/or elementary school levels. Very few of the schools had junior and/or senior high school students in the resource room. 70% of the teachers were teaching in the resource room for one to ten years, 25% were new to the resource room, 70% taught in a regular classroom immediately prior to their resource room assignment, while the rest had a diversity of backgrounds as teachers of the educable mentally handicapped, reading, the physically handicapped, music and home economics. The B.Ed. was the minimum academic qualification held by 89%. 11% had no degrees. Only 25% had special education as a major area of study. Others had their concentrations in such subjects as Early Childhood Education, English, Social Studies, Secondary/Elementary Science, Music, Geography, Sociology, Anthropology, History, Psychology, Physical Education, Library, Religious Studies, Drama, Art and Administration. 66% indicated that the professional preparation for their assignment in the resource room was from reasonably adequate to excellent. 54% indicated the former. 20% responded that it was of very little use. 85% had Alberta Professional Certificates while the rest had either Alberta Junior E or Standard A certificates. A number of them obtained their first certification from British Columbia, Saskatchewan, Ontario, Manitoba and Nova Scotia. Most had over an average of five years teaching experience -- most of this acquired either in the elementary school setting and/or as a special education teacher. As part of the overall "role perceived" profile, it was worth noting that 93% of those responding indicated that they instructed a total of 11-25 students a week, 65% seeing between 21-25 students, in groups ranging from 2 to more than 7 students at any given time. 96% of the children came for instruction between three and five times during a given week, and the length of each session varied from 15 to over 40 minutes. 80% were between 15 minutes and 40 minutes of instruction per session. Other comments (Appendix E) such as the following presented verbatim show some evidence concerning the need for clarification of the resource room teacher role:

> "Functions and roles of Special Education (EMH/TMH) and resource room (remedial classes) should be more clearly defined and distinguishable."

> "As you can see, there is practically no provincial role definition. A resource room teacher can do almost anything and everything."

"I wish the Department of Education would specify the role of the resource room teacher."

"A policy should be introduced as to how the children should be chosen to go to the resource room: Who decides? Duration? Number of students at each session? Total amount of preparation time, conferences with parents, students, etc.? Specify the role of the teacher?"

"A definite guide to the role of the resource room teacher is needed. While I feel I am doing a good job in helping students learn, I feel my work is not appreciated by the rest of the staff."

"Regular classroom teachers need inservice training on the meaning of the resource room -- its purpose, and their (teachers) relationships with resource room teachers."

"I am expected to fulfill too many functions without having the authority to insist on a course of action (which would have been deemed necessary after consultation with colleagues)."

"This study is much needed. At times I have felt I needed my role clarified. Being unsure of what is expected can lead to job insecurity."

4.3.2 Role Name

Analysis of information in the "role perceived" profile (Appendix D) indicates that the only title teachers of children with learning disabilities preferred was that of "resource room teachers".

4.3.3 Role Relationships

Resource room teachers perceived that they should come into contact with regular classroom teachers, school principals and psychologists. Those responding indicated that they viewed view of regular classroom teachers and psychologists as colleagues and school principals as superiors. Analysing the purpose of such contacts, respondents indicated that their contact with the regular classroom teacher was for referrals, indentification and placement of students in the resource room, assistance in planning and implementation of remedial programmes, follow-up / discussion of student progress in resource room and integration of the student into the regular classroom. The principal provided guidance, advice, encouragement, support and dealt with day to day problems as well as assumed the responsibility for approval of programme, student referrals, selection and placement. The reason for the contact with the psychologist was for referral of students for psycho-educational diagnostic testing to determine student weaknesses and strengths and for subsequent assistance in programme planning.

4.3.4 Role Responsibilities / Functions / Skills

Respondents polled for the "role perceived" profile indicated that they perceived their major responsibilities to be in the areas of remedial language arts and reading, remedial mathematics and clerical duties on a daily basis; student assessment, and consultation and liaison on a regular basis; attendance at meetings, and involvement in professional development activities on an occasional basis.

To carry out remedial language arts and reading responsibilities, respondents perceived their functions as including: (1) grouping children for instruction to develop perceptual skills and to teach basic reading and language arts skills individually and / or in small groups (these skills included phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language); (2) designing of programmes to meet specific needs of the child, (3) selecting and preparing approriate instructional materials.

Respondents indicated that resource room teachers should be able to instruct children using a variety of teaching methods and to adapt methods to various styles of learning. Furthermore, knowledge of instructional materials available commercially and in schools, ability to prepare and select materials appropriate for the specific needs of the child and to use the same effectively were deemed important required skills. Knowledge of reading / language arts diagnostic testing instruments, ability to group children according to their strengths and weaknesses, knowledge of the reading process, including understanding of the difficulties faced by problem readers and related methods for strengthening perceptual skills, were considered essential.

In order to carry out remedial mathematics responsibilities, resource room teachers perceived their functions to be teaching basic mathematical concepts and operations and developing of individual educational plans for each student each day. Turning to the skills required to perform these functions, resource room teachers indicated that they should be knowledgeable of subject matter in the mathematics curriculum at each grade level and be able to gather and use appropriate instructional resources, especially games and manipulative materials. Ability to teach using varied teaching techniques was also regarded as an essential skill.

In terms of performance of clerical responsibilities, respondents perceived preparing assessment and progress reports, instructional materials, like duplicating worksheets, word cards, exercises and making charts and graphs, writing daily individual educational plans, and maintaining individual student files of progress and anecdotal records as their major functions. Resource room teachers perceived it was important for them to possess organizational skills and the ability to design summary sheets, reporting procedures, worksheets and meaningful student profiles and have the ability to operate duplicators, tape recorders, record players, photo copier and other hardware. Moreover, it was imperative, respondents claimed for them to be knowledgeable about new publications, instructional materials, and new programmes to enable them to develop individual educational plans.

In order to perform responsibilities in the area of student assessment, resource room teachers perceived it to be their function to administer a wide variety of formal, informal, and standardized achievement and diagnostic tests. They also scored and interpreted the results to determine students' functional levels, their strengths and weaknesses to identify learning disabled students and their subsequent placement in a resource room. Furthermore, evaluating students on an ongoing basis to monitor their progress while attending the resource oom was regarded as another function. Resource room teachers perceived that it was essential to be knowledgeable about appropriate accessible testing materials and to be able to use them effectively. As well, they were to be able to administer and interpret these instruments and communicate effectively the results to parents and teachers.

Consultation and liaison responsibilities, according to resource room teachers, required them to provide consultation to regular classroom teachers to assist the latter in placement, material selection, pacing, and diagnosis of students. The same responsibilities required them to continue discussions on a regular basis about the test results, programming and progress of those attending the resource room and, at the same time, to keep in close liaison with student progress in the regular classroom. Furthermore, maintenance of close liaison with parents to discuss students' test results, programming, progress and, generally, to provide moral support, was another function resource room teachers perceived as required of them. Consultation on a regular basis with school administration to determine student placement and to discuss student progress, as well as specific difficulties encountered in the implementation of resource room programmes, was perceived to be important. Addressing the skills required to perform these functions, resource room teachers singled out cooperation, flexibility, tactfulness, and patience (interpersonal skills) as most desirable. Furthermore, good listening, reasoning and speaking skills to communicate effectively with parents, teachers and administrators were regarded as crucial.

Meeting with parents at the time of parent and homeroom teacher interviews to discuss test results, student programme and progress were the major functions resource room teachers perceived to be associated with the responsibilities for attendance at meetings. The frequency of response was not high enough for inclusion of the skills required to perform these functions in the profile.

Resource room teachers perceived professional development as one of their major responsibilities. To carry out that responsibility, they indicated that functions such as attendance at conferences and conventions related to the field of learning disabilities to gain new insights, followed by the conducting of professional development activities at the school level were required of them. The frequency of response of the skills required to perform those functions was not high enough for inclusion in this profile.

4.3.5 Physical Facilitators and Hindrances

Resource room teachers perceived that physical factors such as adequate physical facilities (a private, adequately sized, bright, comfortable, well-lit, well-ventilated and well-located room), adequate and plenty of instructional materials and supplies and aides facilitate their role performance. At the same time, they perceived that inadequate facilities hindered them in performing their role. They defined inadequate physical facilities as a small room that made variation difficult; small windows; poor-lit, poorly-heated, poorly-constructed crude basements; lack of wall space/storage and isolation from the rest of the school.

4.3.6 Psychological Facilitators and Hindrances

Psychological factors that resource room teachers perceived as helpful in performing their roles included supportive school and central office administration, supportive and cooperative teachers, and understanding, receptive, cooperative and supportive parents. On the other hand, discipline problems and lack of support and poor attitude by parents were perceived as psychological hindrances.

4.3.7 Personal Qualities

Finally, resource room teachers perceived that they ought to possess certain personal qualities. The list below reflects consensus rather than priority. The qualities mentioned were:

1. Patience in working with students, aides, colleagues (tolerance); with constant repetition and drills (persistence);
2. Understanding of and sensitivity to children's special needs and individual differences, and the ability to cope with each child individually;
3. Love and the enjoyment of working with primary and elementary school children;
4. Ability to relate/communicate with parents, students, and colleagues;
5. Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming, and teaching (should have physical energies);
6. Flexible and adaptable in approaching students' emotional and academic problems.

2.(ii) Did the type of school jurisdiction result in differences in resource room teacher roles that are perceived by resource room teachers?

Data analysis indicates that there were some differences in the perceptions of what resource room teachers from various types of jurisdictions felt their role should be. However, by and large, there seemed to be general consensus in all the categories of role components investigated. There was unanimous agreement about the role name. They preferred to be called "resource room teachers". While there were minor differences in the number of contact persons, it was evident that there was general agreement about contact persons, their relationships and the purpose of that contact.

As far as major responsibilities were concerned, resource room teachers perceived them to be in the areas of remedial language arts and reading, remedial mathematics, clerical, student assessments, consultation and liaison, attendance at meetings and professional development. There appeared to be general consensus in those areas of responsibilities and agreement in the functions, and skills required to perform them adequately.

Consistency in the perceptions of psychological and physical factors that helped or hindered resource room teachers in their role performance was, by and large, evident.

Finally, as far as the personal qualities that resource room teachers perceived as desirable, there seemed to be a high degree of agreement.

It seemed that, overall, resource room teachers collectively from across the province showed a great deal of agreement among themselves about their perception of their roles.

4.4 Role Performed by Resource Room Teachers

3.(i) **What was the actual role performed by resource room teachers as reported by an observer?**

4.4.1 Sample

Outlined as Appendix F is the profile for the actual "role performed" by resource room teachers. That profile was compiled using the information gathered by trained observers through actual on-site observations for a duration of at least two hours, followed by a structured interview. A total of thirty-six teachers from thirteen jurisdictions across the province were involved in this dimension of the study. The thirty-six teachers observed included nineteen teachers from urban areas and seventeen teachers from rural areas, with representation from counties, districts, divisions, public and separate schools. 72% of this group served exclusively students categorized as learning disabled. The rest also taught students who were educable mentally handicapped, slow learners, and those requiring instruction under the Educational Opportunity Funding and/or English as a Second Language categories. 94% of the population receiving instruction were in the primary and/or elementary grades, although only 64% of the schools were exclusively elementary. Schools ranged in size from under 100 to over 500 students, 75% with 100-400 students. 72% of resource room teachers observed were over 40 years, and the rest between 26 and 40. A large majority, 75%, had been teaching in resource rooms from 1-5 years, with 17% new to this assignment. Immediately prior to their placement in resource rooms, 72% were regular classroom teachers with only 11% in Special Education related assignments. The Bachelor of Education was the minimum qualification held by 97% of them, while only 3% had no degree. 92% of the sample had four or more years of academic preparation. However, only 4% had Special Education as their major area of study; others have concentrations in such subjects as Early Childhood Education, Sciences, Reading, Art, English, Sociology, English as a Second Language, French, Occupational Therapy and Psychology. 67% indicated that their professional preparation for their current assignments was reasonably adquate to excellent, with 53% indicating the former. 33% of those observed held Junior E. Certificates, while the rest held Alberta Professional Certificates. None indicated having their first teaching certificates in Alberta.

As far as teaching was concerned, most had an average of over five years experience. Most of it was acquired in the elementary school setting and as teachers of Special Education or reading. While the profile contains the role components actually performed by resource room teachers, other data acquired through the personal information section of the interview is also pertinent to the "role performed". All indicated that they instructed a total of 11 to over 25 different students per week, 56% seeing between 21 and 25 students, and 40% instructing over 25 students each week. Groups ranged from a low of 2 to a high of over 7 at any given time, with 61% of the gorups of 4-5 students. All children received instruction for a minimum of 15 minutes three times a week. The majority attended 30-40 minute sessions five times in any given week. Other comments volunteered are presented verbatim in Appendix G.

4.4.2 Role Name

Analysis of information contained in the "role performed" profile indicated an overall use of the name "resource room teacher" to describe the teacher of children with learning disabilities.

4.4.3 Role Relationships

Resource room teachers came in contact with a wide variety of other individuals including superintendents of schools, reading / language arts consultants, directors / supervisors of guidance / pupil personnel services, psychologists, school secretaries, guidance counsellors, principals, regular classroom teachers. Those observed and interviewed indicated that they viewed parents as subordinates, the superintendent of schools and the principals as superiors and the others as colleagues. As for the purpose of such contacts, resource room teachers indicated that the contact with the superintendent of schools was mainly for supervisory and evaluative functions (i.e., approval of the programme from Alberta Education). Formal psycho-educational diagnosis to determine placement and student weaknesses and strengths were cited as reasons for contacts with the reading / language arts consultant, the director / supervisor of guidance / pupil personnel services and the psychologist. The director / supervisor of guidance / pupil personnel services also provided supervisory and administrative services, while the reading / language arts consultant provided assistance in resource identification and other teaching strategies.

Contact with the school secretary was maintained mainly for clerical assistance, while the guidance counsellor provided consultative services, some diagnostic testing and ongoing evaluation of student progress. The principal held responsibility for the general supervision and administration of the resource room and approval of student referrals, selection and placement. The resource room teachers observed and interviewed indicated that the contact with the regular classroom teachers was for referrals, identification, placement and scheduling of students in the resource room, for assistance in planning and implementation of remedial programmes, and follow-up discussion of student progress in the resource room and of integration into the regular classroom. Parents were contacted to solicit their assistance in carrying out some aspect of the student programme at home and in supervising and/or working with individual students in classrooms. Speech therapists provided remedial speech programmes following referral by resource room teachers, while health unit personnel (nurses) provided physical diagnosis and auditory and visual screening. The contact with other resource room teachers was mentioned for exchanging professional information such as resource materials, remedial strategies, assessments, and general discussion about the operation of resource room programmes and for encouragement, moral support, and discussion of areas of common concern.

4.4.4 Role Responsibilities/Functions/Skills

Resource room teachers undertook responsibilities in the areas of remedial language arts and reading, remedial mathematics, counselling (personal) and clerical areas on a daily basis. They were also responsible for student assessment, consultation and liaison, attendance at meetings, programme design and development, and supervision and extra-curricular activities, including substitute teaching, concerts, track and field and other student supervision on playgrounds, on a regular basis.

To carry out remedial language arts and reading responsibilities, observations and interviews revealed that the functions performed by resource room teachers included grouping children for instruction both on an individual and small group basis in basic reading and language arts skills like phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language, etc., and in perceptual skills. Individual educational plans were also prepared. Other functions performed were selecting and preparing appropriate instructional materials, preparing student schedules for instruction in the resource room and monitoring their progress on a continuous basis. To perform these functions, resource room teachers exhibited and outlined a variety of skills which they considered crucial. It was indicated that regular classroom teaching experience -familiarity with regular classroom curriculum and routines -- was essential. Resource room teachers also believed it was desirable to possess the ability to instruct children using a variety of teaching methods and be able to adapt methods to various styles of learning, as well as management skills to adjust programmes to the rate of the learner. Furthermore, knowledge of instructional materials (i.e., reading series) and other resources avaiable commercially, the ability to prepare and select materials appropriate for the specific needs of the child, and the ability to use the materials were deemed important skills. Knowledge of reading/language arts testing instruments and the ability to subsequently group children according to their strengths and weaknesses, knowledge of the reading process, including understanding of difficulties faced by problem readers, and related methods for strengthening perceptual skills were deemed essential. Resource room teachers also indicated that knowledge of child psychology, behavior management and skills required in relating to children with low self-esteem was critical.

In order to carry out remedial mathematics instruction, resource room teachers developed individual educational plans for each student and gathered and designed materials for implementation of those plans when providing remediation to develop student competencies in problem solving and basic mathematical concepts and operations. Resource room teachers exhibited and/or indicated that it was essential to be knowledgeable in subject matter at all grade levels and be able to gather and use appropriate instructional resources, especially games and manipulative materials. Ability to teach using varied techniques, design individual educational plans, group students for instruction and motivate them to learn, were regarded as desirable skills. An understanding of learning principles and concepts was also important.

Resource room teachers revealed that their clerical responsibilities involved writing individual educational plans, marking student work and maintaining individual files which contained daily records of student progress and other anecdotal remarks. Furthermore, they ordered appropriate remedial instructional materials as well as prepared other materials such as worksheets, word cards, exercises, charts and games. Preparation of assessment and progress reports was another function undertaken. Resource room teachers indicated that ability to operate duplicators, tape recorders, record players, photo copiers and other hardware was essential.

In order to perform responsibilities in the area of student assessment analysis of the information collected indicates that resource room teachers administered a wide variety of informal, formal and standardized tests, scored and interpreted results to determine students' functional levels and their weaknesses and strengths. That information was, they claimed, essential for the purpose of screening and identification of learning disabled students and their subsequent placement in resource rooms and programme development. Accessing appropriate tests and/or preparation of appropriate testing materials to evaluate students on an ongoing basis and monitoring their progress while attending resource rooms were also regarded as functions that need to be performed. For more involved psycho-educational diagnosis, vision and/or hearing assessments, and other followup services, referrals were made by resource room teachers to appropriate personnel or departments. To perform all these functions, resource room teachers believed that they should be knowledgeable about appropriate testing materials and their accessibility, be able to use them and communicate effectively the results to parents and teachers.

Consultation and liaison responsibilities required resource room teachers to provide consultative/informational services to classroom teachers, administrators and parents to familiarize them with the area of learning disabilities. It also required providing consultation to regular classroom teachers which would assist the latter in placement, material selection, pacing and diagnosis of students. Continuous discussion regarding test results, programming and progress of students attending resource rooms was another function performed. Furthermore, the same responsibilities required assisting regular classroom teachers in setting student programmes for the integration of learning disabled students in their home classrooms, as well as keeping close liaison of their progress in that setting. Resource room teachers also maintained a very close liaison with parents to discuss student's test results, programming and progress, and generally for providing moral support. To perform these functions, resource room teachers should be knowledgeable about and be able to locate instructional materials and be cooperative, tactful, flexible and patient when making suggestions to parents and teachers. All this required interpersonal skills on the part of resource room teachers as well as listening, reasoning and speaking skills to communicate effectively.

Meetings with parents and homeroom teachers to discuss test results, student programmes and progress and school staff to set guidelines for resource room operation and discussion of the role of the resource room teacher, were the major functions associated with the responsibilities regarding attendance at meetings. Communication and interpersonal skills and the ability to make presentations to the public and/or groups were deemed essential to carry out these functions.

For responsibilities in the area of programme design and development, resource room teachers observed and interviewed developed an appropriate programme based on carefully formulated objectives for use both in the regular classroom and the resource room setting. They also devised timetables and grouped students for attendance in resource rooms and selected appropriate material resources for instruction. To perform those functions adequately, resource room teachers indicated that knowledge of children's interests, ability to set objectives to meet individual needs, knowledge of programmes available and the attendant ability to select appropriate materials for specific skills were required.

In order to perform responsibilities associeated with personal counselling, those observed helped students become more socially adjusted. They generally counselled students to assist them in the development of personal growth, self-concept and self-confidence. Skills required to perform those functions included sincere interest in children, knowledge of child growth and human psychology, sensitivity to the emotional and intellectual needs of the counsellee and acceptance of individual differences. Resource room teachers exhibited and indicated that they also needed to be sympathetic, patient, understanding, good listeners, and above all possess a positive, success-oriented attitude.

Supervision and extra-curricular responsibilities involved assistance by resource room teachers in recess, noon hour and bus supervision as well as other special school acitivities such as concerts, track and field, etc. Organizational skills were deemed essential to meet the obligations of such functions.

4.4.5 Psychological Facilitators and Hindrances

Psychological factors that helped resource room teachers to perform their roles included supportive school administrators as well as supportive and cooperative colleagues. Understanding, receptive, cooperative and supportive parents was another group mentioned that provided psychological support. Counteracting this, overwork, discipline problems, and poor student attitudes toward learning, whereby they resist improving their skills (complacency), were mentioned as psychological hindrances.

4.4.6 Physical Facilitators and Hindrances

Physical factors such as adequate physical facilities, adequate and plenty of instructional supplies and aides such as parents, trained aides, as well as cross-age helpers were regarded as facilitators for resource room teachers to perform their roles adequately. However, inadequate physical facilities and having to instruct students from more than one grade and/or ability level at any given time, greatly hindered resource room teachers in their role performance.

4.4.7 Personal Qualities

Finally, those observed and interviewed listed the following personal qualities as desirable in any resource room teacher (no priority):

1. Innovative and versatile; able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods;
2. Patience in working with students, aides, colleagues (tolerance), and with constant repetition and drill (persistence);
3. Empathetic towards children's disabilities;
4. Understanding of and sensitivity to children's special needs and individual differences, and the ability to cope with each child individually;
5. Firm but kind manner, warm and caring personality; cheerful, happy and mature;
6. Love and enjoy working with primary and elementary school children;
7. Ability to relate/communicate with parents, students and colleagues;
8. Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming, teaching (should have physical energies);
9. Flexible and adaptable in approaching student's emotional and academic problems;
10. Good sense of humour;

11. Optimism: sees success as a long-term goal and be able to give lots of praise and support to even minimum achievement; must have a positive outlook;

12. Organizational and analytical skills, and ability to make learning a positive experience;

13. Approachable: a good listener and able to accept direction from others;

14. Honest, consistent, fair, and sincere.

3. (ii) Did the type of school jurisdiction result in differences in the role performed by resource room teachers as reported by an observer?

Generally, data analysis of information gathered through observations and interviews revealed that there was a great deal of similarity and consistency in "role performed" by resource room teachers, both in rural and urban jurisdictions. Resource room teachers indicated an overall use of the name "resource room teacher" to describe the teacher of children with learning disabilities. Except for an additional contact with reading/language arts consultants, in urban settings, there were no differences in the number of contact persons, relationships with them and the purpose of that contact.

Resource room teachers in both rural and urban jurisdictions showed a general consensus in that their major responsibilities were in the same areas of remedial language arts and reading, mathematics, and clerical work on a daily basis; student assessments, consultation and liaison, attendance at meetings, programme design and development, and supervision and extra curricular activities on a regular basis. Personal counselling daily was part of the role of resource room teachers in urban school jurisdictions only. Very little variation was noted in the functions performed and the skills required to perform those functions.

Variation in responses regarding psychological factors that facilitated or hindered resource room teachers in their role performance was evident. While there seemed to be agreement on physical factors that helped them in performing their roles satisfactorily, there seemed to be differences in what they considered were the physical factors that acted as hindrances.

Finally, resource room teachers showed unanimous agreement about personal qualities deemed essential (same as outlined in 3 (i) above).

4.5 Differences in Role Expected, Role Perceived and Role Performed

4. (i) **Were there differences in role expected, role perceived, and role performed?**

Outlined as Appendix H in a chart form is a comparison of "role expected", "role perceived" and "role performed" profiles. While there were also some similarities in the three profiles, there were also some differences. These were found to a certain degree in all aspects of the role. However, as indicated in the chart, these differences were most pronounced in the categories of contact persons, their relationships and the purpose of that contact; also in physical and psychological factors that hindered resource room teachers in performing their role.

There was consensus among participants in the three phases of the study in that resource room teachers came in contact with psychologists, principals and regular classroom teachers; in their relationships and purpose of such contact. However, those observed and interviewed for the "role performed" profile also indicated superintendents of schools, reading/language arts consultants, directors/supervisors of guidance/pupil personnel services, school secretaries, guidance counsellors, speech therapists, health unit personnel and other resource room teachers as well as parents as other important contacts.

Little variation was noted in the broad responsibilities expected, perceived or performed. Consequently, differences in functions undertaken and skills required to carry out these functions adequately, were minor.

There was consensus about physical and psychological factors that facilitated resource room teachers in their role performance. However, there was a great deal of difference in the responses dealing with physical and psychological hindrances. For example, while there was consensus that inadequate facilities acted as a physical hindrance, there was no agreement about factors such as overloading, large groups and lack of instructional materials, supplies and audio-visual equipment. These were mentioned only by those responding to the "role expected" questionnaire. Having students from more than one grade and/or ability level at any given time was another physical factor mentioned in the "role performed" profile as hindering resource room teachers in their role performance. Except for discipline problems, there was no consensus regarding psychological factors that hindered resource room teachers in carrying out their role. Other psychological factors that acted as hindrances were:

1. perception that it was a 'dumb' room -- negative attitudes of parents, students and teachers towards resource rooms, and confusion about the role of resource room in the minds of school staff was mentioned in the "role expected" profile;

2. parental indifference (poor attitude) and lack of support in the "role perceived" profile;

3. overwork and poor student attitudes towards learning whereby students resisted improving their skills because of complacency was found in the "role performed" profile.

Finally, as far as the personal qualities expected, perceived or displayed were concerned, the three profiles showed very little difference. At the same time there was a greater consensus between the "role expected" and "role performed" profiles.

4.6 Role Accepted by Resource Room Teachers

5.(i) What was the role most acceptable to the resource room teachers?

Presented as Table 5 is the profile of "role most accepted" by resource room teachers. This profile was compiled using the information obtained through an opinnionaire from 201 resource room teachers across the province, 62.61% of 321 polled. While the profile contained the role components most accepted, certain other results should be included in this seciton. Unlike the other profiles, there was a total rejection of any suggestion that the resource room teachers felt superior to the parents.

Resource room teachers rejected responsibilities which involved clerical work. However, assuming that clerical responsibilities had to be part of the overall responsibilities, they indicated acceptance of such activities as preparing instructional materials, duplicating worksheets, word cards, exercises and making charts and games; writing individual educational programmes; keeping daily records of each child's progress, anecdotal remarks and maintaining the individual student files; marking student work, and preparing assessments and progress reports. To perform these functions associated with clerical responsibilities, resource room teachers indicated acceptance of the fact that the following skills were essential:

1. organizational skills and ability to design summary sheets, reporting procedures, worksheets and meaningful student profiles;

2. knowledge of new publications, instructional materials, new materials;

3. ability to operate duplicators, tape recorders, record players, xerox (photo copier) and other hardware;

4. familiarity with curriculum and knowledge of skills and objectives to be taught at each grade level.

Table 5

Role Accepted by Resource Room Teachers
(N = 201)

ROLE NAME: Resource Room Teacher

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Principal and Vice-Principal	A colleague	(a) Approval of student referrals, selection and placement
		(b) Approval of programme Supervision / Administration Guidance, advice, ecouragement, day-to-day problem solving
(ii) Regular Classroom Teachers	A colleague	(a) Student Related Activities:
		(i) Referrals, identification and placement of students in Resource Room
		(ii) Follow-up and discussion of student progress in Resource Room
		(iii) Providing screening and diagnostic services for those placed in Resource Room
		(iv) Evaluating student progress
		(b) Programming:
		(v) For assistance in planning and implementation of programmes for students in Resource Room and in regular classroom
		(vi) Discussion of remedial programme of those placed in Resource Room.
		(vii) Discuss problems and weaknesses of the child on which to attempt improvement once the child is in regular classroom
		(viii) Providing materials and in service for teachers (consultative services)

(iii)	Parents	A colleague	(a) Discuss student programme and progress (b) Help in supervision of home programme- carry out some aspects of program at home
(iv)	Psychologist	A colleague	(a) Psychological testing for student abilities (b) Assistance in programme planning for those identified as learning disabled (c) Act as a resource person and provide in service
(v)	Teacher / Student Aides	A colleague	(a) Clerical duties (b) Material preparation (c) Supervision of children, under teacher guidance (d) Assistance in non-instructional duties and behaviour management of students
(vi)	The Guidance Counsellor	A colleague	(a) Consultation regarding students especially those requiring behaviour management programme (b) Testing to pinpoint students' problem areas (help in diagnosis of students) (c) Assistance in setting individual student programmes
(vii)	Health Nurse	A colleague	(a) Physical screening during diagnosis for placement (b) Home visits (c) Vision screening (d) Auditory Screening
(viii)	The Speech Therapist	A colleague	(a) Corrective speech therapy
(ix)	Other Resource Room Teachers	A colleague to everyone	(a) Professional information exchange re material, remedial strategies, placement, operation of Resource Room, etc. (b) For encouragement and moral support and to discuss areas of common concerns

(x)	Superintendent and the Assistant Superindent of Schools	A colleague	(a)	Supervisory and evaluative functions, e.g. Department of Education approval for the programme
			(b)	Assistance in professional development
			(c)	Approval of programme, guidelines for operation - approval, type and number of students, placement criteria, etc.
(xi)	Special Education Co-ordinator	A colleague	(a)	Student referrals and testing
			(b)	Consultation and general guidance
			(c)	Provide in-service
(xii)	Curriculum Supervisor and other Consultants	A colleague	(a)	Consultation: student behaviour, materials, and any other day-to-day concerns
			(b)	Advice and assistance in programme planning
(xiii)	Reading Specialist	A colleague	(a)	Formal testing for diagnosis of student weaknesses and strengths
			(b)	Suggestions and assistance in programming
(xiv)	Director of Pupil Personnel	A colleague	(a)	Psychological assessment of students for placement
			(b)	Guidance and providing remedial materials and other information for programme implementation
			(c)	Supervision and general administration of the programme

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Remedial Language Arts & Reading Instruction	(a) Teach basic reading and language arts skills individually and/or in small groups - phonics, sight vocabulary, sylabication, blending, dictionary skills	(a) Be able to instruct children using varied teaching methods – able to adapt methods to various styles of learning
	(b) Perceptual skills	(b) Be able to individualize programme and group children for small group instruction – develop individual educational programmes
	(c) Design programmes to meet specific needs of each child - an individual educational programme each day	(c) Have knowledge of reading/language arts testing instruments and have ability to group children according to their strengths and weaknesses
	(d) Group children for instruction	(d) Have knowledge of instructional materials available commercially and in school and be able to use them
	(e) Selection and preparation of appropriate instructional materials	(e) Be able to prepare and select materials appropriate for specific needs of the child
B) Instruction in Remedial Mathematics	(a) Teach basic mathematical concepts & operations - basic facts, numeration, computation, etc.	(a) Be familiar with curriculum of each grade level
	(b) Develop an individual educational plan for each student each day	(b) Be knowledgeable and able to gather and use appropriate instructional materials, especially games and manipulative materials
	(c) Provide instruction to develop student competencies in problem solving	(c) Be able to design an individual eucational programme for each child
	(d) Gather and design materials for	

			implementation of student programme		
		(e)	Group children for instruction		
C)	Student Assessment -Evaluation & Diagnosis	(a)	Administer formal, informal standardized diagnostic tests to determine student weaknesses and strengths for programming	(a)	Have knowledge of appropriate testing materials, accessibility and ability to use them effectively
		(b)	Administer a wide variety of achievement tests to determine the the student's functional level	(b)	Be able to select, administer and interpret testing instruments and be able to communicate effectively the results to parents and teachers
		(c)	Screen and identify children with learning disabilities for Resource Room placement		
		(d)	Score tests and interpret results		
		(e)	Student evaluation on an on-going basis to monitor progress while attending Resource Room		
		(f)	Make referrals to appropriate personnel / department when a more involved psycho-educational diagnostic and / or vision and / or auditory assessment is required		
D)	Consultation and Liason with Teachers, Parents and other	(a)	Consultation with classroom teachers assisting them with placement, material selection, pacing and diagnosis of students	(a)	Be able to communicate effectively with everyone, have listening, speaking and reasoning skills

	Personnel	(b)	Discuss with homeroomteachers on an on-going basis test results, programming and progress of students attending Resourc Room and keep a close liaison of student performance in regular classroom	(b)	Have good interpersonal skills - be co-operative, felxible, tactful and patient when making suggestions to parents and teacher
		(c)	Assist teachers in setting programmes to facilitate the integration of learning disabled students in regular classroom		
		(d)	Maintain a close liaison with parents to discuss student test results, programming and progress and generally provide moral support		
		(e)	Provide consultative/informational services to classroom teachers, administrators and parents on the subject of learning disabilities		
		(f)	Consult with outside agencies for assistance – speech therapist, clinicians, specialist, etc.		
E)	Attending Various Kind of Meetings	(a)	Meet parents at parent/teacher interviews to discuss test results, student programme and progress		
		(b)	Student conferences with homeroom teachers to discuss test results, student programmes and progress		
		(c)	Attend staff and A.T.A. meetings and disseminate information that may benefit the rest of the staff		
		(d)	Attend special education meetings with other Resource		

		Room teachers to evaluate materials and discuss programming	
		(e) Meet with staff to set guidelines for Resource Room Operation and role of Resource Room teacher	
F)	Programme Design and Development	(a) Develop an appropriate programme for the learning disabled for use in regular classroom and Resource Room	(a) Have knowledge of programme available and ability to select appropriate materials for specific skills to meet specific demands
		(b) Gather and select appropriate material resources	
		(c) Formulate objectives, group students and devise timetable for those attending Resource Room	
G)	Professional Devlopment	(a) Attend conferences and conventions related to the field to gain new insights	(a) Have interpersonal relationship skills
		(b) Read most up-to-date research findings	(b) Have public speaking abilities and be able to make presentations
		(c) Conduct professional development activities at school level	(c) Be up to date with professional reading and research
H)	Resource Consultant	(a) Act in an advisory capacity to teachers and provide resources and information for implementation of regular programme	(a) Have ability to get along with colleagues, superiors and students' parents

PERSONAL QUALITIES

(i) Innovativeness and versatility - ability to teach the sames skills and knowledge in many different ways; knowledge of and ability to use a variety of materials and equipment, techniques and methods.

(ii) Patience in working with students, aides, colleagues.

(iii) Patience with constant repetition and drill.

(iv) Understanding and sensitivity to children's special needs, individual differences and ability to cope with each child individually.

(v) Firm but kind manner, warm and creative personality, cheerful, happy and mature.

(vi) Love and enjoy working with primary and elementary school children.

(vii) Ability to relate / communicate with parents, students and colleagues.

(viii) Organizational and analytical skills, and ability to make learning a positive experience.

(ix) Optimism - see success as a long range goal and be able to recognize even minimum achievement.

(x) Self-confidence and positive self-concept and ability to instill the same in students.

(xi) Professional attitude - committed and dedicated to education of learning disabled students and motivated to spend extra time involved in preparation, etc.

(xii) Flexibility and adaptibility in approaching students' emotional and academic problems.

(xiii) Good sense of humour.

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities - private, adequate sized. bright, comfortable, well-lit, well-ventilated and well located room.

(iii) Appropriate and plenty of instructional materials and supplies.

(iv) Adequate equipment - overhead projector, tape recorders, audio visual aids, etc.

(v) Small number of children at one time:

- 1 student at a time
- 2-3 students at a time
- 4-5 students at a time

(vi) Availability of assistance from resource personnel - reading clinicians, psychologists, speech therapist, etc.

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive, co-operative colleagues.

(ii) Understanding, receptive, co-operative and supportive parents.

(iii) Acceptance of Resource Room, its value and functions by teachers in school.

(iv) Availability of support services from resource personnel - consultants, specialists, psychologists, speech therapist and others.

(v) Supportive school administration.

(vi) Eager, industrious, enthusiastic, motivated and co-operative students.

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities - small room that makes variation difficult, small windows, poorly lit, poorly heated, poorly constructed, crude basement, lack of wall / storage space, and isolated from the rest of the school.

(ii) Poor location of room; next to the gymnasium or noisy hallways.

(iii) Too many students for instruction (overcrowding).

(iv) Too many students for instruction at one time (groups too large).

(v) Lack of instructional materials, supplies and audio-visual equipment.

(vi) Inadequate budgetry allocation.

(vii) Having to share room with another teacher and / or subject area.

(viii) Rotating between a number of different schools.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Attitude of teachers to Resource Room concept (failure complex), independence versus dependence - teachers viewing referrals of students as admission of failure and hence refuse to make any referrals.

(ii) Attitude that this is a "DUMB" room - negative attitude of parents, students and teachers towards Resource Room.

(iii) Confusion about role of Resource Room teacher in the minds of school staff.

(iv) Apathetic attitude of community towards education and Resource Room.

(v) Non-supportive principal and general lack of interest by school administration because of lack of knowledge of learning disabilities.

(vi) Skepticism regarding the value of programme on part of some teachers.

(vii) Inadequate training for dealing with certain types of learning problems.

While resource room teachers indicated that they can cope to some degree with psychological hindrances such as discipline problems, student lack of motivation and parental indifference and lack of support, they indicated that the presence of the following factors would seriously hinder their role performance:

1. attitude of regular classroom teachers to resource room concept (failure complex), teachers' independence versus dependence -- that is, teachers viewing referrals of students as admission of failure and hence refusing to make referrals;

2. attitude that it was a "dumb" room -- negative attitude of parents, students and teachers towards resource room;

3. confusion about the role of resource room teachers in the minds of school staff;

4. apathetic attitude of community towards education and resource room;

5. non-supportive principal and general lack of interest by school administration because of lack of knowledge of learning disabilities;

6. scepticism regarding the value of the programmes on the part of some teachers;

7. inadequate training for dealing with certain types of learning problems.

Resource room teachers indicated that they would accept having students from more than one grade and/or ability ranges at any given time. However, they found if very difficult to cope with the following physical factors:

1. inadequate physical facilities like small rooms that made variation difficult, small windows;
2. poor location of room -- next to the gymnasium, noisy hallways;
3. too many students for instruction -- six to seven students or over seven students at a time;
4. lack of instructional materials, supplies and audio-visual equipment;
5. inadequate budgetry allocation;
6. inadequate preparation time;
7. having to share room with another teacher and/or subject area;
8. rotating between a number of different schools.

5.(ii) Did the type of school jurisdiction result in differences in the role accepted by resource room teachers?

While there seemed to be considerable consistency in the "role accepted" by resource room teachers as presented in the profile as Table 5, the following differences were noted because of the type of the school jurisdiction:

The name "resource room teachers" was most acceptable. However, teachers from rural districts, counties and urban districts, also accepted the term "learning assistance teachers". However, they showed a higher degree of acceptance of the name "resource room teacher" than "learning assistance teacher". Respondents from divisions did not show any acceptance or rejection of the latter.

Resource room teachers from urban districts did not indicate acceptance or rejection of contact with a director of pupil personnel services. Consequently, they did not have a preference for such a person providing psychological assessment for student placement, guidance, providing remedial materials and other information for programme implementation, supervision and general administration of the programme. That was accepted contact for the purposes indicated overall in rural districts, counties and divisions. That could perhaps be attributed to the fact that urban districts might not have the position, director of pupil personnel services. In another situation, resource room teachers from schools in divisions indicated acceptance of students being referred to curriculum supervisors and other consultants for testing. However, overall in the counties, urban districts and rural districts, there was no strong acceptance or rejection of referrals to such personnel.

Resource room teachers from cities and rural districts showed acceptance of responsibilities in the area of personal counselling, while counties and divisions were neutral. Overall, there was acceptance of all five functions stated under the mathematics instruction responsibilities. However, resource room teachers from counties showed neither acceptance nor rejection of teaching basic mathematical concepts and operations like basic facts, numeration, computations, etc.

Supervision and extra-curricular responsibilities were neither accepted nor rejected. Where supervision was an integral part of professional duties, all teachers indicated that they would assist with special school activities such as concerts, track and field, etc.

There was acceptance of the resource consultant responsibilities. As far as functions to perform this responsibility were concerned, there was general acceptance of acting in an advisory capacity to teachers and providing resources and information for implementation of regular programmes. However, resource room teachers from divisions and urban districts showed neither acceptance nor rejection of that particular function.

There was neither acceptance nor rejection of miscellaneous responsibilities (see Appendix I) such as work study co-ordination, pre-vocational instruction, remediation of speech problems and instruction in subjects other than language arts, reading and mathematics. However, if those responsibilities were to be performed, there was total rejection of providing instruction in regular classroom as part of the teaching assignment.

As far as skills to perform the responsibilities indicated in the profile (Table 5), and the subsequent functions, there seemed to be consensus. Difference was only noted in the area of clerical responsibilities. Only resource room teachers from divisions showed a high degree of acceptance that they required typing and filing skills to perform clerical responsibilities.

In order of preference, resource room teachers indicated that the grouping arrangements of two to three students at a time, one student at a time, and four / five students at a time, made their work easier. Conversely, they indicated that groupings of six to seven or more students for instruction at any given time hindered their performance. Other factors stated as physical hindrances were the inadequate physical facilities stated above, too many students for instruction, too many students at one time, lack of instructional materials as listed above, inadquate budgetry allocation, inadequate preparation time, having to share room with another teacher and rotating between a number of different schools.

As shown in the profile (Table 5), there was general consensus regarding the psychological factors that facilitated the role of resource room teachers. Concerning psychological hindrances, resource room teachers were in agreement that discipline problems, lack of motivation on the part of students, and lack of parental support and indifference hindered their performance to a certain degree. However, the factors listed on pages 116 and 117 made it very difficult to perform their role as resource room teachers.

Finally, there was unanimous acceptance of the thirteen personal qualities outlined in Table 5 which were deemed essential to fulfill the demands of the role.

5. DISCUSSIONS AND CONCLUSIONS

This chapter examines the findings, drawing from them a series of conclusions and subsequent theoretical applications and practical implications. Theoretical applications are examined in relation to the literature and Alberta studies. Practical implications include suggestions for the institutions and individuals involved, internally or externally, in the training, funding, hiring, supervision and evaluation of resource room teachers. Finally, recommendations are made which relate to suggestions for further research.

5.1 Summary Statement

This study analyzed the role of resource room teachers who teach children with learning disabilities. This role was studied from four dimensions of role analysis models as conceptualized by Gordon Allport (1961). Using this conceptual framework, these four dimensions were investigated as follows:

1. The "role expected" of resource room teachers by various alter groups. These alter groups included regular classroom teachers, school principals, central office administrators, parents of children categorized as learning disabled, Special Education and other personnel associated with Special Educational Services Branch of Alberta Education, and trainers of special education teachers at the universities in Alberta. Collection of this data was accomplished by employing an open-ended questionnaire (Appendix J), and, in the case of parents, by conducting personal interviews.

2. The "role perceived" by resource room teachers themselves. Resource room teachers were polled through an open-ended questionnaire (Appendix J) to obtain data fro this phase of the study.

3. The "role performed" by resource room teachers. Data concerning this aspect were collected through on-site teacher observations and interviews by a trained observer and interviewer.

4. The "role accepted" by resource room teachers themselves. Resource room teachers throughout the province were polled through a structured opinionnaire (Appendix J) -- with items included from the first three phases of the study -- for

this role dimension.

It was hoped that clarification of the role of resource room teachers would assist resource room teachers in providing effective educational programmes to those children categorized as learning disabled.

The study involved the use of inductive processes. It proceeded through a series of four phases (as indicated on page 91 of this thesis) with each phase giving direction to the activities that followed in the next phase.

Since most of the data were collected through open-ended questionnaires, on-site observations and interview techniques, the majority of the data was of a descriptive nature. Consequently, most of the information collected was presented descriptively, indicatig some form of consensus between the various groups surveyed, observed and/or interviewed. Similarities due to situational variables -- county, district, divisional organizational structures and urban/rural settings -- were also examined. Mean scores were calculated (Appendix I) for the information gathered through opinionnaires for "role accepted" profile, and diagrammatical presentation (Appendix H) of difference in "role expected", "role perceived", and "role performed" profiles was made.

5.2 Theoretical Issues

Allport's (1961) conception of "role" implied expectations which were held by the occupant of a position. At the same time expectations of any role varied according to the orientation of the people who held these expectations. The present study recognized that expectations or perceptions of the role of the resource room teacher varied according to the nature and extent of the individual's involvement with the school. Regular classroom teachers, central office and school administrators, and resource room teachers were involved in the school as employees and, in that sense, manipulated the environment in which the learning disabled students received remedial assistance. Their expectations and perceptions of the role of resource room teachers were tinged with elements of their professional involvement with school operation, as well as with concerns as educators to provide learning disabled students with the best personal, academic and affective opportunities required to assist them to achieve success in both the regular classroom and the resource room.

Parents of children categorized as learning disabled, Special Education consultants and other personnel associated with the Special Educational Services Branch of Alberta Education, and trainers of Special Education teachers at the universities in Alberta, were all external to the school but, nonetheless, were interested and involved in the education of learning disabled students.

Each group of respondents was involved in some aspect of education of learning disabled students. As a result, they had varied expectations of the role of resource room teachers. If resource room teachers hoped to provide effective instruction to learning disabled students, they had to understand these expectations. Together with their own perceptions of what the role should be, they should be able to arrive at the role most acceptable to them.

To this end, this study achieved its purpose of investigating the "role expected" by various alter groups, "role perceived" and "role actually performed" by resource room teachers, and, finally, of arriving at the "role accepted" profile by resource room teachers, within Allport's (1961) theoretical framework. Allport's conceptualization of role theory was useful in the analysis of the data in a systematic and comprehensive manner.

In the present study, little variation was noted in the broad responsibilities "expected", "perceived", or "performed". Differences as such in specific functions undertaken and skills required to carry out these functions adequately, were minor in as much as the overall role profiles were concerned. This suggested that "role expectations" by various stakeholders and "role perceptions" of what resource room teachers expected of themselves, were, in fact, very similar. This of course, resulted in actual "role performed" consistent with the "expectations" and "perceptions", thus suggesting an "acceptance" of the role defined in terms of "expectations" of others as well as "expectations" of resource room teachers themselves. Therefore, one could assume there was considerable harmony and satisfaction with the role of resource room teachers by various alter groups and resource room teachers.

5.3 Socio-psychological Implications

From the socio-psychological viewpoint of perception, Enn (1966) contended that perceptions varied according to the nature and the extent of the individual's involvement in a task or setting. Such variation was noticeable particularly in the "role expected" component of the study. Involving six alter groups with differing types and extent of involvement with the resource room programme and the resource room teacher created perceptions that varied from group to group. For example, seven different names were suggested to describe teachers of children with learning disabilities. While major responsibilities, by and large, were similar, there was a great deal of variation among the groups in the functions to be performed to carry out resource room responsibilities and in the skills required to perform the teaching functions. Furthermore, there were major differences in perceptions regarding psychological and physical factors that might help or hinder resource room teachers in performance of their role.

Bruner's (1958) suggestion that perceptual distortion and innacuracy resulted in one's perceptions because of the individual's cultural background, interests, values and attitudes, and Cantril's (1957) contention that perceptions depended upon the assumptions we bring to a particular situation are valid concerns. However, these were more than compensated for by the broad cross-sectional and province-wide sample. Furthermore, values, interests, attitudes, cultural backgrounds or assumptions respondents held, although important in the development of views, were not germaine to the purpose of this study. However, differences in role "expectations", "perceptions", "performance", and "acceptance", as a function of situational variables (districts, counties, divisions, rural and urban) and role "expectations" between the educational and non-educational resopndents were examined. This study found general consensus in "role expected", "role perceived", "role performed" and "role accepted".

A number of other factors that might present difficulties in accurate interpersonal perceptions are mentioned by Costello and Zalkind (1963). Factors such as stereotyping, the halo effect, projection and perceptual defence were important constructs when examining role perceptions.

In the present study there seemed to be little cause for any stereotyping since respondents were asked to respond with their own view of the role. However, teachers and others might have presented views held by significant others. The halo effect appeared not to have had a significant effect since no one group personally benefitted by presenting merely a favourable or unfavourable impression of the role. While there seemed to be no danger of perceptual defence, there was a possibility of perceptual distortion because of projection. For example, the school administrators and consultants from Alberta Education were the only groups who expected resource room teachers to undertake responsibilities in the area of "resource consultant".

5.4 Emperical Studies of Resource Room Role

Few studies have investigated the role of resource room teachers from four different role-perspectives using a socio-psychological model for role analysis. Duffy's (1975) study confined itself to determining the role of a learning disabilities teacher consultant in five defined role dimensions. Duffy included school principals, school psychologists, and learning disabilities consultants to respond to perceived role questionnaires. Kopp (1974) utilized teachers, administrators and parents to investigate the role of teachers of the learning disabled and educationally handicapped. D'Alonzo and Wiseman (1978) concentrated on the actual and desired roles of resource room teachers who taught in high schools. However, none of these studies provided a comprehensive analysis of the role of resource room teachers per se.

More recently, the idea that resource room teachers should assess, teach and consult gained widespread support among parents, classroom teachers and resource room teachers (Murphy and Malloy, 1979; Dodd and Kelker, 1980; Speece and Mandell, 1980). Similar findings were supported by the research of Evans (1980) and Sargant (1981). Evans found that regular classroom teachers, resource roomt teachers and principals believed that resource room teachers should be involved in direct instruction, assessment and diagnosis, programme maintenance and miscellaneous activities. All these groups agreed that more time should be allotted to consultation services. Sargent, on the other hand, investigated resource room teachers' perceptions concerning the specifics of time spent in different role activities. The results indicated that over half of their time was devoted to instruction, 12% to consulting, 9% to assessment and diagnosis, and 28% to maintenance and miscellaneous activities -- major functions outlined as instruction, consultation, assessment and diagnosis, and maintenance and miscellaneous.

Research accumulated to date suggested that resource room teachers assumed three basic kinds of responsibilities: direct instruction, assessment and diagnosis, and consultation. Of these, direct instruction took the majority of the resource room teacher's time. However, parents, classroom and resource room teachers, and administrators repeatedly contend that the consulting activities in the resource room should be expanded.

The findings in the present study were consistent with the above research. They indicated that resource room teachers were expected by alter groups to undertake the same major responsibilities which they themselves perceived, performed and accepted. These included direct instruction (remedial Language Arts / Reading and Mathematics), student assessment (evaluation and diagnosis) and consultation and liaison (teachers, parents and other personnel). Such findings were also supported by Murphy and Malloy (1979), Dodd and Kelker (1980) and Speece and Mandell (1980). Furthermore, programme maintenance (programme design and development, professional development, counselling, attendance at meetings, and clerical) and miscellaneous activities (supervision and extra-curricular activities) as found in this study were consistent with the findings of Evans (1980) and Sargent (1981). The present study also found support for the resource consultant model.

There was a major difference between this study and others. This study involved a larger number of education stakeholder groups. It also went beyond merely outlining major responsibilities. It delineated responsibilities in terms of specific functions to be performed and competencies or skills required to perform such functions. It examined role name; contact persons, their relationships and the purpose of such contacts; psychological and physical facilitators and hindrances; and the personal qualities required of resource room teachers. These aspects added other fundamental pre-requisites for effectiveness in the resource room, aspects which were absent in other studies.

The present study was modelled after McLoughlin (1973), utilizing the conceptual framework of Allport (1961). However, the intent of McLoughlin's study was more restrictive, both in scope of role perceptions and in participating stakeholders. McLoughlin's findings indicated general areas of responsibilities in instruction, diagnosis, and consultation. Furthermore, McLaughlin found basic agreement across the role perceptions of administrators, the learning disabilities resource room teachers, observers and what the resource room teachers themselves accepted. These findings were consistent with the findings of the present study. In addition, McLoughlin found that resource room teachers showed general consensus in their dislike for larger teacher-student ratios, larger number of students and environmental restriction. The present study found similar views expressed by resource room teachers.

5.5 The DCLD Competency Statement

It should be noted that the "role accepted" profile was in keeping with the final DCLD competency list (Table 1, page 79) developed by Newcomer (1978) and subsequently verified by Freemen and Becker (1979). However, the DCLD statement dealt with only the competencies for teachers of learning disabled children required to perform predetermined responsibilities and standard predetermined functions. Therefore, its scope was limited when compared with the intent and findings of the present study. For example, the DCLD statement suggested predetermined responsibilities in the areas of Oral Language, Reading, Written Expression, Spelling, Mathematics, Cognition, Behavior Management, Counselling and Consulting, Career / Vocational Education, Educational Operations and Historical / Theoretical Perspectives, as well as predetermined competencies to perform these responsibilities. It did not, however, deal with the variety of role names used to describe teachers of children with learning disabilities; various contact personnel, their relationships and the purpose of such contacts; delineation of functions from the perspective of various alter groups and the physical and psychological factors that helped or hindered resource room teachers in their role performance. Furthermore, the DCLD statement totally ignored the psycho-emotional state of the resource room teacher by making no reference to the personal qualities such as those mentioned by Green (1972), Rappaport and McNary (1970), Waldman (1972), McLoughlin (1973) and others. Nevertheless, the DCLD statement and the findings of Freeman and Becker (1979) added considerable credence to the "role accepted" profile as found in the present study.

5.6 Role Description as Found in Special Education Writings

The information contained in any of the "role expected", "role perceived", "role performed" and "role accepted" profiles went beyond the short text-book descriptions outlined by Lerner (1971) and Kirk (1969). Furthermore, a number of school administrators expected resource room teachers to assume responsibilities as a resource consultant in the manner outlined by Hammill and Wiederholt (1972) and Hardy (1978). Given the opportunity, training and time, resource room teachers seemed willing to accept the role of consultant since they had acted in an advisory capacity to teachers and parents.

5.7 Personal Qualities and Skills of the Resource Room Teacher

The cornerstone of any special education programmes is the teacher. Such a statement implies that there are certain unique personal qualities and skills that are essential in dealing with the learning disabled. To this end respondents indicated that the personal qualities that were most desirable were: innovativeness and versatility; patience; understanding of and sensitivity to children's special needs; a firm but kind manner; warmth and creativity; a love of working with children and the ability to make learning a positive experience; the ability to relate and communicate with parents, students and colleagues; optimism; self confidence and positive self-concept; commitment and dedication to the education of the learning disabled; flexibility and adaptability; and a good sense of humour. These personal qualities are supported by other researchers (Green, 1972; Symonds, 1947; Lord and Kirk, 1950; Rappaport and McNary, 1970; Waldman, 1972; McLoughlin, 1973).

The present study provided support ot the view of Hammill, Wiederholt and Brown (1983) and Kass (in Hammill and Bartel, 1971) that resource room teachers had to be: (1) competent to individualize instruction, (2) assess specific educational and behavioral problems and needs, and (3) work closely and harmoniously with others involved in providing services to the learning disabled students. Other desirable traits included: (1) knowledge of the reading process, mathematics curriculum, instructional materials available commercially and in school, (2) knowledge of child psychology, human development, and behavior management skills; management and organizational skills, (3) familiarity with regular classroom curriculum and the experience of having taught in a regular classroom, and, (4) knowledge of appropriate testing materials, their accessibility and ability to administer, score and interpret them. Competence in the above areas were supported in the findings of Lerner (1975), Gaerheart (1976), and Artley and Hardin (1976). The existence of certain unique personal qualities and skills were essential.

5.8 Conclusions and Practical Implications

Based on detailed analysis of the information collected, certain conclusions can be drawn from this study. These conclusions have practical implications for everyone involved in the training, funding, hiring, supervision and evaluation of resource room teachers at the provincial, school district and local levels.

Examination of the "role expected", "role perceived" and "role performed" profiles indicated some differences among the respondents. These differences were more pronounced in the categories of role name, contact persons and physical and psychological factors that hindered the performance of that role. However, there seemed to be consistency in the overall responsibilities expected of, perceived by and performed by resource room teachers. In fact, resource room teachers had such similar views regarding how they perceived their work, what was expected of them and what they were actually doing, that one could conclude that there would be considerable harmony. In this case, taking on the job in a resource room should not cause resource room teachers any major difficulty. Resource room teachers perceived their role in a comprehensive manner and seemed to perform it in a similar style. One could conclude that the consistency of the viewpoint expressed in the "role expected", "role perceived" and "role performed" profiles would greatly benefit the delivery of service and the quality of the programmes. Furthermore, the lack of distinction between the three profiles suggested that resource room teachers had a clear and consistent perception of themselves in that role. This should reassure resource room teachers because they were doing what they were expected and perceived they should be doing. It should also alleviate any conflict between their "conception" of their role and others "expectations" of them. This, in turn should enable them to work effectively and harmoniously with other educators and parents as well as enable them to offer more systematic instruction to students. Congruence of perception should also benefit students who receive such services, and administrators who get reassurance that the deployment of resource room teachers is providing the educational services expected of them. Nevertheless, conclusions presented in this section should be taken with caution since some differing views were also held which suggested some difficulties with role clarification. Also, the investigator's field experiences and observations during the "role performed" phase of data collection, undoubtedly showed some confusion with the role of a resource room teacher as stated in Chapter 1 of this study.

5.9 Some Role Clarification Difficulties

Some differing views that suggested some difficulties with role clarification are abstracted below:

1. While there are some similarities in "role expected" of resource room teachers by various alter groups polled in this study, analysis of the data revealed that there were expectations that were peculiar to a certain group or groups as indicated on pages 75-88 of this study. For example, no fewer than seven names were used to describe teachers of children with learning disabilities -- names varying from the "resource room teacher" to "programme planner and designer". Agreement among respondents about the responsibilities expected of resource room teachers was noted. However, there was a great deal of variance in the functions to be performed to carry out these responsibilities and the skills required to perform these functions. There seemed to be major differences in what respondents from various groups expected regarding major psychological and physical factors that might help or hinder resource room teachers in performance of their roles. Ten psychological factors that hindered resource room teachers from performing their role were mentioned, with no factor receiving unanimous agreement. The factors varied from parental indifference and lack of support, as mentioned by parents, school administrators and Alberta Education personnel, to non-supportive principal and inapproriate placement, as mentioned by Alberta Education personnel.

   As far as personal qualities were concerned, there were also differing views among groups with responses varying from empathetic towards children's disabilities to the professional attitude which required commitment and dedication to the education of the learning disabled student. Furthermore, there seemed to be a lack of inter-group consensus regarding those personal qualities among regular classroom teachers and school and central office administrators in various types of school jurisdictions. As indicated earlier, parents were generally aware of the expectations of resource room teachers inasmuch as broad categories were concerned.

2. Several groups who were involved in the "role expected" component of the study, did not expect resource room teachers to come in contact with psychologists, guidance counsellors, and parents. This notable omission was difficult to understand since these people were closely involved in the resource room enterprise. For example, psychologists and guidance counsellors provided psycho-educational assessments and subsequent placement of students in resource rooms. Contact with parents was also missing in the overall "role perceived" profile. Parental involvement could not be under estimated. It was a key component (McLoughlin, Edge, and Strenecky, 1978) for success in serving learning disabled students, and this contact was valued greatly as indicated in the "role accepted" profile. Inclusion of parents in all facets of identification, programme implementation and programme evaluation required a great deal of commitment and effort since they were so crucial in the performance of supportive roles as far as the home programme was concerned. Perhaps, the omission of psychologists, guidance counsellors and parents signified the perception that they did not make a valuable contribution in the education of the learning disabled. The "role performed" and "role accepted" profiles included many other helping professionals (Table 3) as contacts, and yet they were omitted in the "role perceived" and "role expected" profiles. Overall there was a high degree of congruence in the "role expected", "role perceived" and "role performed" profiles.

3. Personal data of resource room teachers responding to "role perceived" questionnaires and those observed or interviewed for "role performed" revealed that over 70% of resource room teachers came directly from regular teaching assignments with diverse areas of specialization. The fact that only a few had any

preparation in carrying out their roles might have influenced how well they performed the "role expected" by others and the "role perceived" by themselves.

5.10 Investigator's Personal Viewpoint

As indicated earlier, analysis of data showed consistency of viewpoints in terms of "role expected", "role perceived" and "role performed" profiles. However, the investigator's field experiences and observations during the "role performed" phase of data collection made him conclude that there was general ambiguity about the resource room concept and the role of resource room teachers. This has resulted in frustration and stress for resource room teachers in implementation of resource room programmes. The investigator believes that there could be several reasons for this state of affairs. Since ambiguity is related to stress, tension and lower satisfaction (Beehr and Newman, 1979), it is conceivable that the anxiety and depression experienced by resource room teachers may be the result of this frustration. This may be further complicated by the newness of the field which may account for ill-prepared teachers lacking specific training in remedial strategies. Only 25% of resource room teachers responding to "role perceived" questionnaire had majors in special education while only 4% of those observed and interviewed for "role performed" had special education as their major area of study. Given this, it would seem that Alberta ended up with instant specialists in its public schools who did not know what was expected of them, did not know how to meet expectations (assuming they knew what these expectations were) or felt that the job should have been different anyway.

Furthermore, it is conceivable that the demands and expectations on the part of the regular classroom teachers and school administrators may have been unrealistic in the first place. This may have resulted in "role overload" whereby the job expectations and demands exceed the resource room teacher's ability. Data collected for "role perceived" profiles indicated that 60% of those responding instructed a total of between 21 to over 25 students a week with groups ranging from 2 to over 7 at any given time. For the "role performed" profile, all of the respondents indicated that they served between 11 to over 25 students each week. This is further complicated by placement of students who are not primarily learning disabled in resource room settings. Data analysis of information collected for "role perceived" and "role performed" profiles revealed that 25% to 30% of students served were categorized as educable mentally retarded, slow learners, and those requiring instruction under the Educational Opportunity Funding and/or English as a Second Language. All those observations are corroborated by Kirk (1985) in his recent presentation at the conference sponsored by Alberta Association for Children with Learning Disabilities held in Lethbridge. Kirk stated that the rapid increase in number of students in classes for the learning disabled should be of concern to educators. In 1975, Kirk stated that there were 75,000 students enrolled in programmes for the learning disabled; by 1983 there were 1,745,000. At the same time, from 1978/79 to 1983, the number of speech-impaired and the number of mentally retarded children shrank from 918,000 to 780,000. According to Kirk, in contrast, the number of learning disabled increased from 1,154,000 to 1,745,000, representing a jump of 2.3% to 3.82% of school children nationally. Today, Kirk contended that 40% of all children enrolled in special education classes nationally are classified as learning disabled. The facts behind these figures should be of concern.

Kirk claimed that in this country, we have confused under-achieving because of extrinsic reasons (economic/cultural disadvantage, lack of opportunity, inadequate instruction) with those children who are under-achieving for intrinsic reason (mental retardation, sensory handicaps, serious emotional disturbances, learning disabilities). Learning disabilities is only one reason for underachievement. Kirk maintains that from 25% to 33% of children enrolled in programmes for the learning disabled are not learning disabled; rather, they are underachieving as a result of various extrinsic factors. According to Kirk, only a small number are there by virtue of intrinsic factors other than learning disabilities. This may, he concludes, be the reason for the dramatic increase in the number of children in learning disabilities programmes.

There are several reasons to be concerned about the current placement practices. First, the severely learning-disabled child requires individual special instruction. Heavy caseloads and mixed-need groupings often mean the needs of the real learning disabled child are neglected. Secondly, the rapid increase of learning disabilities programme may backfire as did the explosion of the classes for the mentally retarded. Thirdly, this rapid increase has resulted in a marked shortage of properly trained teachers of learning disabled which, in turn, has caused many public schools to hire anyone with minimal qualification.

The investigator also found that there was a direct link between the support provided by the school principal and the staff to the success of resource room operation and the state of mind of the resource room teacher. In many instances lack of support by the principal and the regular classroom teachers made it a lonesome and frustrating job for resource room teachers. One could only speculate that this lack of support which resulted in physical and psychological hindrances for resource room teachers was not the consequence of the non-acceptance of resource room concept and the value of resource room teachers by the school administration and regular classroom teachers.

5.11 Implications for Service Delivery

All these factors have major implications for the delivery of service in a cohesive and well co-ordinated manner. Resource room teachers, school and district administrative personnel, parents and regular classroom teachers must understand what a resource room teacher is, what a resource room programme is and is not, and what services it offers, before attempting its implementation in their schools. At the same time there has to be a general understanding of the role that should be performed by resource room teachers and the competencies required to perform it adequately. Such an understanding could be achieved through preservice or advance level studies at the universities and intensive in-service, provided by Alberta Education as the agency responsible for the funding of Special Education Teaching positions. The "role accepted" profile may very well be used as a model role in any preservice or in-service at any level of governance.

5.12 Ideal Role Description

Based upon research on the role of resource room teachers, the literature review, and the findings of the present study, guidelines for resource room operation and the role of resource room teacher are presented as Table 6. It should be emphasized that they are not intended as a panacea for all school jurisdictions. The extent to which some or all of these could be incorporated in any school system guidelines would depend on local physical, financial and personnel resources.

Table 6

Guidelines for Resrouce Room Operation and Role of a Resource Room Teacher.

1. RESOURCE ROOM TEACHER: ROLE DESCRIPTION

1.1 Major Responsibility
To provide support service for underachieving students in a resource room setting in whcih intensive work utilizing specialized materials and methods will help maintain such students in the regular classroom.

1.2 Reporting Responsibility
The resource room teacher is responsible to the school principal.

1.3 Broad Responsibilities

1.3.1 Preparation and implementation of direct instructional programme.

1.3.2 Educational Assessment and diagnosis.

1.3.3 Consultation and liaison.

1.3.4 Maintenance (including professional development; counselling; attendance at meetings; and clerical).

1.3.5 Resource Consultant.

1.3.6 Miscellaneous (supervision and extra-curricular activities).

1.4 Specific Responsibilities and Competencies (Functions and Skills)
The resource room teacher shall plan a resource room programme around a combination of direct instructional and resource consultant concept. A division of overall programme into items 1.3.1, 1.3.2, 1.3.3, 1.3.4, for 80% of the time, and resource consultant functions (item 1.3.5) for the remaining 20%.

1.4.1 Preparation and implementation of direct instructional programme:

Functions

(i) Provide direct instruction on a regularly scheduled basis (ideally daily) in:

a) basic reading and Language Arts on an individual or group basis,

b) perceptual skills,

c) basic mathematical concepts and operations, basic facts; numeration; computation,

d) mathematic problem solving.

(ii) Develop and design an appropriate programme for the learning disabled student for use in the regular classroom as well as the resource room.

(iii) Formulate objectives, group children for instruction and devise timetables for those attending the resource room.

(iv) Develop an individual educational plan to meet specific needs of each student each day.

(v) Select, prepare, gather and design appropriate instructional materials and resources.

Skills

(i) Able to individualize programme and group children for small group instruction. Be able to develop an individual educational plan.

(ii) Knowledgeable about instructional materials (especially games and manipulative) available commercially and in school, and have the ability to select and use them appropriately for specific skills to meet specific demands. At the same time is able to prepare and design other materials locally.

(iii) Able to instruct children using varied teaching methods and adapt methods to various styles of learning.

(iv) Familiar with curriculum at each grade level.

(v) Knowledgeable of reading process / Language Arts.

1.4.2 Educational Assessment and Diagnosis:

Functions:

(i) Administer, score and interpret formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming.

(ii) Administer a wide variety of achievement tests to determine a student's functional level.

(iii) Screen and identify children with learning disabilities for resource room placement.

(iv) Student evaluation on an ongoing basis to monitor progress while attending the resource room.

(v) Be a member of the School Based Team (described in section 5).

(vi) Make referrals to the appropriate personnel / department when a more involved psycho-educational diagnostic and / or vision and / or auditory assessment is required.

Skills

(i) Knowledgeable about appropriate testing materials, their accessibility and have the ability to use them effectively.

(ii) Able to select, administer and interpret testing instruments and be able to communicate effectively the results to parents and teachers.

1.4.4 Maintenance

a) Professional Development

Functions

(i) Attend related conferences and conventions to gain new insights.

(ii) Read up-to-date research findings.

b) Attendance at Meetings

Functions

(i) Meet parents at parent / teacher interviews to discuss test results, student programme and progress.

(ii) Effect student conferences with homeroom teachers to discuss test results, student programmes and progress.

(iii) Attend staff and professional association meetings to disseminate information that may benefit the rest of the staff.

(iv) Attend special education meetings with other resource room teachers to evaluate materials and discuss programming.

(v) Meet with staff to set guidelines for resource room operation and discuss the role of resource room teacher.

Skills

(i) Personal and public relation skills.

(ii) Communication skills.

(iii) Ability to make presentations to groups.

c)Counselling

Functions

(i) Help students improve attitudes, work habits and general behavior.

(ii) Counsel students to assist in the development of personal growth, self-concept and self confidence.

Skills

(i) Sensitivity to the emotional and intellectual needs of the counsellee and acceptance of individual differences.

(ii) Knowledge of child psychology and human development.

(iii) Positive, success-oriented attitude.

(iv) Sincere interest in children.

d) Clerical

Functions

(i) Prepare assessment and progress reports.

(ii) Prepare instructional materials: duplicating worksheets, word cards, exercises and making charts and games.

(iii) Write individual educational plans for each student each day.

(iv) Keep daily records of each child's progress and anecdotal records and maintain individual student files.

(v) Order instructional materials.

(vi) Mark student work.

Skills

(i) Organizational skills and ability to design summary sheets, reporting procedures, worksheets and meaningful student profiles.

(ii) Knowledge of new publications, instructional materials and new programmes.

(iii) Able to operate duplicators, tape recorders, record players, xerox and other hardware.

1.4.5 Resource Consultant

Functions

(i) Act in an advisory capacity to teachers and provide resources and information for implementation of a regular programme. Work with students and teachers in the classroom.

(ii) Provide consultative / informational services to classroom teachers, administrators and parents on the subject of learning disabilities.

(iii) Consult with outside agencies for assistance -- speech therapist, clinicians, specialists, etc. and make these services available at the school level.

(iv) Conduct professional development activities at the school level to develop teacher competencies, skills and confidence in dealing with children in the classroom. Assist regular classroom teachers in observation techniques, documentation of abnormal child behavior, and provide knowledge and expertise in the handling of the situation in the regular classroom and / or referral to the resource room.

Skills

(i) Have interpersonal relationship skills. Possess ability to get along with colleagues, superiors, students, parents and all other stakeholders.

(ii) Have public speaking abilities and be able to make presentations.

(iii) Be up to date with professional reading and research.

2. STUDENT CANDIDATES: SELECTION / WITHDRAWAL FROM RESOURCE ROOM

Identification is an ongoing process of locating and screening exceptional children for service. Screening shall be the responsibility of the School Based Team.

Specifically, student selection in a particular school shall be based on the following:

2.2.1 Initial referral for potential candidates by a classroom teacher(s) on a referral form. A written form is strongly recommended.

2.2.2 Screening of the candidate by the School Based Team (principal, resource room teacher, regular classroom teacher and any other personnel appropriate for a specific student) through examination of existing data and observations.

2.2.3 The School Based Team shall consist of the principal, the pupil's teacher(s), the resource room teacher, counsellor and appropriate personnel from Special Programs District Staff and where appropriate, personnel from other agencies.

The School Based Team shall:

Arrange for in-school assessment by in-school and/or School District Staff (through District Screening and Review Committee). Parental consent in writing must be obtained prior to any individual psychological assessment and the parent informed of the reasons for the screening, testing and given an interpretation of the findings. Furthermore, formal psyco-educational assessments shall be carried out only by staff with recognition of the level of tests each is qualified to use. The following is suggested

Level A:	Tests which can be adequately administered, scored and interpreted with the aid of manual.
Level B:	Tests which require some technical knowledge of test construction and subjects such as statistics, individual differences, and psychology of adjustment, personnel, and guidance.
Level C:	Tests which require substantial understanding of testing and supporting psychological topics, together with supervised experience in the use of these devices. Training standards: Such tests should be used only by persons with at least a master's degree in an appropriate field of psychology and at least one year of properly supervised experience; or other psychologists who are using tests for research with suitable precautions; or graduate students enrolled in courses requiring the use of such devices under the supervision of a qualified psychologist.

Information obtained from such assessment shall be held in confidence and released to outside agencies only after obtaining written parental consent or, in the case of pupils who are wards of the court, written consent of the representative of such an agency.

2.2.4 Decision by the School Based Team about a candidate's selection on the basis of all data -- students with average or above average learning potential who are underachieving one year or more in the core academic areas of Mathematics and/or Reading/Language Arts.

2.2.5 Notification of parents about student selection for the resource room.

2.3 Basis for Withdrawal: School Level

2.3.1 A student's program can be maintained in the regular classroom when he/she has attained scores on stardardized measures within six months of his/her potential learning level and in the estimation of the School Based Team the student's full or corrective program can be carried on in the regular classroom.

3. APPEAL PROCEDURES

3.1 If the parent or guardian of an exceptional child is in disagreement with either the identification and/or educational placement as recommended by the School Based Team and/or District Screening Committee, he/she may request an impartial hearing in order to resolve such a dispute by appealing to the Superintendent of Schools.

3.2 If no resolution is achieved at this level, an appeal of the decision may be initiated by the parent to the Board of School Trustees.

4. RESOURCE ROOM TEACHER QUALIFICATIONS

4.1 Academic and Experience

Ideally a resource room teacher at the elementary school level should be qualified as follows:

4.1.1 A bachelor of education degree (B.Ed.) with a special education concentration.

4.1.2 Five years' training experience, ideally at more than one grade level.

4.1.3 University or college training in a number of the following areas:

  4.1.3.1 Introduction to exceptional children.

  4.1.3.2 Diagnosis and remediation of learning disabilities.

  4.1.3.3 Teaching the slower learner.

  4.1.3.4 Child development/psychology of adolescence.

  4.1.3.5 Behavior management/precision teaching.

  4.1.3.6 Remedial reading.

  4.1.3.7 Remedial mathematics.

  4.1.3.8 Language development.

  4.1.3.9 Counselling and/or educational psychology.

  4.1.3.10 Assessment - testing.

  4.1.3.11 Psychology of learning/mastery learning.

4.1.4 Interpersonal communication skills acquired through specific training and/or relevant experience.

4.2 Personal Qualities

4.2.1 Innovativeness and versatility.

4.2.2 Patience in working with students, aides, colleagues.

4.2.3 Patience with constant repetition and drill.

4.2.4 Understanding and sensitivity to children's special needs and individual differences and the ability to cope with each child individually.

4.2.5 Firm but kind manner, warm and creative personality, cheerful, happy and mature.

4.2.6 Love and enjoy working with primary and elementary school children.

4.2.7 Ability to relate/communicate with parents, students and colleagues.

4.2.8 Organizational and analytical skills and the ability to make learning a positive experience.

4.2.9 Optimism -- see success as a long range goal and be able to recognize even minimum achievement.

4.2.10 Self-confidence and positive self-concept and ability

4.2.11 Professional attitude -- committed and dedicated to education of learning disabled students and motivated to spend extra time involved in preparation, etc.

4.2.12 Flexibility and adaptability in approaching students' emotional and academic problems.

4.2.13 Good sense of humour.

4.3 Overall Basic Teaching Competency List (summary) as per Hammill, Wiederholt and Brown (1983):

4.3.1 Competency in curriculum analysis.

4.3.2 Competency in analytic teaching.

4.3.3 Competency in organizing the learning environment.

4.3.4 Competency in managing the learning environment.

4.3.5 Competency in mobilizing resources.

4.3.6 Competency in system analysis.

5. PRINCIPAL RESPONSIBILITIES

5.1 Responsibilities for Co-ordination and Supervision of Resource Room Programme and Resource Room Teacher.

The principal and/or the official designate appointed will:

5.1.1 Assist the resource room teacher in program organization by:

5.1.1.1 Providing adequate physical facilities for the resource room.

5.1.1.3 Discussing the overall school needs for resource room programme.

5.1.1.3 Discussing the resource room teacher's role in the school.

5.1.1.4 Providing adequate supply of instructional materials,. and audio-visual equipment.

5.1.1.5 Making sure that the total student load for a full-time teacher does not exceed twenty.

5.1.1.6 Scheduling small number of children at one time: groups ranging from two to five students at one time.

5.1.1.7 Accessing services of district resource personnel (reading clinicians, psychologists, speech therapists, etc.,).

6. RESPONSIBILITIES OF OTHER PERSONNEL:

6.1 The psychologist shall provide:

6.1.1 Psychological testing for student abilities.

6.1.2 Assistance in programme planning for those identified as learning disabled.

6.1.3 Inservice, and act as a resource person.

6.2 The teacher aides shall assist in:

- 6.2.1 Clerical duties.
- 6.2.2 Material preparation.
- 6.2.3 Supervision of children, under teacher guidance.
- 6.2.4 Assistance in non-instructional duties and behavior management of students.

6.3 The guidance counsellor shall provide:

- 6.3.1 Consultation regarding students, especially those requiring behavior management programmes.
- 6.3.2 Testing to pinpoint student problem areas (help in diagnosis of students).
- 6.3.3 Assistance in setting individual student programmes.

6.4 The health nurse shall be involved in:

- 6.4.1 Physical screening during diagnosis for placement.
- 6.4.2 Home visits.
- 6.4.3 Vision screening.
- 6.4.4 Auditory screening.

6.5 The speech therapist shall:

- 6.5.1 Assist those with speech and language difficulties.
- 6.5.2 Provide corrective therapy.

6.6 Contact with other resource room teachers shall be maintained for:

- 6.6.1 Professional information exchange re: materials, remedial strategies, placement, operation of resource room, etc.
- 6.6.2 Encouragement and moral support and to discuss areas of common concerns.

6.7 In small districts, especially rural areas, superintendents and their assistants shall be involved in:

6.7.1 Supervisory and evaluative functions, e.g., Department of Education approval for the programme.

6.7.2 Assistance in professional development.

6.7.3 Approval of programme, guidelines for operation -- approval, type and number of students, placement criteria, etc.

6.8 The special education co-ordinators shall be responsible for:

6.8.1 Student referrals and testing.

6.8.2 Consultation and general guidance.

6.8.3 Making provisions for inservice.

6.9 The readig specialist shall assist in:

6.9.1 Formal testing for the diagnosis of student weakensses and strengths.

6.9.2 Providing suggestions and assistance in programming.

6.10 Where directors of pupil personnel are available, they shall assist in:

6.10.1 Psychological assessment of students for placement.

6.10.2 Guidance and providing remedial materials and other information for programme implementation.

6.10.3 Supervision and general administration of the programme.

In addition, the following factors would greatly facilitate the operation of a resource room and the role of resource room teachers:

1. Supportive, co-operative colleagues.

2. Understanding, receptive, co-operative and supportive parents.

3. Acceptance of the resource room, its value and functions by teachers in school.

4. Availability of support services from resource personnel-consultants, specialists, psychologists, speech therapists and others.

5. Supportive school administration.

6. Eager, industrious, enthusiastic, motivated and co-operative students.

5.13 Responsibilities of Government

As an agency responsible both for the approval and funding of special education teaching positions, Alberta Education should accept responsibility for and take a leadership role in justifying and implementing necessary inservice programmes on a local or regional basis. In addition, Alberta Education could take a leadership role in encouraging and assisting local school jurisdictions in developing policy guidelines and job descriptions. This study could provide a framework for development of these. Tables 5, 6, 7 and 8 may be used as a guideline.

Once such role descriptions and guidelines are in place, accountability would be more readily forthcoming. This would allow Alberta Education to examine the efficacy of resource room programmes more easily, since evaluation would of necessity include an examination of the roles of the teachers involved in such programmes.

5.14 Trainers of Resource Room Teachers

The findings of this study should provide the trainers of special education teachers with directions concerning the major responsibilities and functions as well as with the skills and competencies to be required of resource room teachers. This could have a direct bearing on the training programmes for prospective teachers of children with learning disabilities. Trainers may need to adjust course content and field-based experiences in order to prepare the most effective.

Table 7

Policy Guidelines Development Format

Policy Guidelines

1.0 PHILOSOPHICAL ORIENTATION
    1.1 Rationale/Philosphy of Special Programmes

    1.2 Goals and Objectives of Special Programmes

    1.3 Programmes and Service Delivery

2.0 Resource Rooms
    2.1 Definition

2.2 Delivery Services

2.2.1 Assessment Process

2.2.1.1 Initial Screening

2.2.1.2 Referrals

2.2.1.3 Purpose of Individual Psycho-educational Diagnosis / Assessment

2.2.1.4 Individual Psychological Assessment

- Procedures at school level
- Procedures at district level

2.2.1.5 Selection and use of Tests

- Qualifications of Test Administrators:

Level A Tests - requiring no formal training in testing;

Level B Tests - Advanced level course in testing and practicum;

Level C Tests - Graduate degree in appropriate field of psychology -- Certified Psychologist

2.2.2 Identification (District Level Teams)

2.2.3 Placement (involvement of School Based Teams)

2.2.4 Appeal Procedures

2.2.5 Programming

2.2.5.1 Programme Personnel

- Role of Resource Room Teachers (include minimum competencies and personal qualities desirable)
- Roles of other professional / paraprofessionals providing support services to the learning disabled students and Resource Room Teachers

2.2.5.2 Individual Educational Programs

- 2.2.5.3 Resources

2.2.6 Evaluation

- 2.2.6.1 Assessment following intervention
- 2.2.6.2 Exiting criterion and procedures
- 2.2.6.3 Follow up (Monitoring Function)

2.2.7 Facilities

resource room teachers. This would alleviate the concerns as outlined in the Alberta Education Study (1977) and in the Task Force on Children and Others With Learning Disabilities (1979), particularly those involving role clarification, teacher training and inservice training.

Training programmes could be much broader and include in any pre-service programme: (1) introduction to exceptional children; (2) diagnosis and remediation of learning disabilities; (3) test selection, administration of formal/informal, standardized testing instruments and their interpretation; (4) programming and teaching strategies for slow learning children; (5) child growth and development; (6) psychology of learning; (7) behavior management techniques; (8) precision teaching; (9) courses and practical experiences in remedial reading and Language Arts; (10) neurology and finally, (11) communication skills required to deal with children and their families.

Universities should move towards an interdisciplinary approach in training learning disabilities specialists, remedial reading teachers, educational psychologists, speech therapists, and nurses.

It has often been suggested (Hartman and Hartman, 1973) that a major detriment to co-operative efforts among workers in the field of learning disabilities was the lack of any co-ordinated communication among departments in higher education in preparing specialists in this area. Traditionally, training programmes for resource room teachers, remedial reading specialists, educational psychologists, etc., were separate programmes with very limited inter-departmental offerings. Suggestions for inter-disciplinary training

Table 8

ROLE DESCRIPTION FORMAT (use Tables 5 and 6 as models)

1. ROLE NAME

2. CONTACT PERSON	2.1 RELATIONSHIPS	2.3 PURPOSES OF CONTACT
List of Contact persons depends on local resources available	Indicate	Purposes of contact shall detemine roles of Resource Room Teachers and the other contacts; and the responsibility each participant shall assume

3. RESPONSIBILITIES	3.1 Functions	3.2 Skills
List will be based on: - System philosophy - Realistic expectations - School populations; students to be served for direct v/s consultative services (support) - Expertise of the resource room teacher	Delineate specific functions for each responsibility	Delineate skills and compentencies needed to accomplish the functions and responsibilities (shall determine the individual assigned to Resource Room)

4. PERSONAL QUALITIES

Personal qualities deemed appropriate to perform the role (shall determine the individual assigned to Resource Room)

5. ENVIRONMENTAL FACTORS

5.1 Physical	5.2 Psychological
Could include: - Facilities - Instructional Resource - Other Resource Personnel - Grouping and maximum numbers to be served	Could include: - Role clarification procedures

programmes were made by Lerner (1975) and Gearhart (1976). Co-operative programmes in training professionals might need to be developed and knowledge and skills shared through multi-disciplinary teamwork.

5.15 District Level Considerations

At the school district level, central office administrators should make provision on an on-going basis for in-service training of resource room and regular classroom teachers. However, such inservice would only be possible if the school jurisdiction had clearly developed policy guidelines and job descriptions as suggested in Tables 5, 6, 7 and 8.

Once established, policy guidelines and role descriptions would greatly enhance the process of selection and subsequent supervision and evaluation of resource room teachers. Hiring practices would require central office administrators to look beyond normal professional qualifications to what specific personal qualities and skills are needed by resource room teachers in order to perform their responsibilities and associated functions adequately. As stated earlier, the frustration and despair which plagued children with learning disabilities could only be eased by teachers who are sensitive both to the ego of these children and to their academic problems (Waldman, 1972). Furthermore, because of the demanding nature of the role and the sheer necessity of working with other professionals, personal qualities should not be ignored. They must become an integral part of any role description and selection criteria. However, school district level administrators must be realistic in their demands regarding role responsibilities, functions to be performed, competencies and personal qualities required of their resource room teachers.

5.16 School-Level Considerations

At the school level, there was an indication that principals played key roles in the success or failure of resource rooms. It is therefore, imperative that principals should take educational leadership roles and endeavour to provide resource room teachers with the support which would enable these teachers to perform their roles most effectively. Furthermore, principals must annually clarify for their school staffs the role of resource room teachers, as well as the referral, assessment, placement and exiting procedures. Provisions on a regular basis for in-service for both regular classroom teachers and resource room teachers must be made. A number of resource room teachers viewed their professional preparation as of little value for adequately carrying out their role as resource room teachers. Therefore, support in the form of regular professional development activities would be of paramount importance.

5.17 Specialty Groups Involvement

Other specialty groups include psychologists, speech therapists and health nurses. Involvement of these professionals should be important for the overall remediation of difficulties encountered by children categorized as learning disabled. Remediation requires acceptance of the idea that the education of learning disabled students requires a multi-disciplinary approach. As such, school systems should consider the institution of multi-disciplinary District Screening and Review Committees individually or in cooperation with neighboring jurisdictions, to provide psycho-educational and reading diagnosis, speech assessments, and to provide support services on a regular basis.

5.18 Implications for Parents

Parents were notable omissions in the list of contact persons, both in the "role expected" and the "role perceived" profiles. Parental involvement cannot be overemphasized. The schools must be committed to the philosophy of including parents in all facets of diagnostic and remediation procedures. This is a key component for serving learning disabled students. Apart from good public relations, parents, if encouraged, could take an active role in implementing individualized programmes. They could act as aides in classrooms, assist in home-based activities, provide encouragement and support for the child in practising a new skill, and participate in the overall remedial programme. Most of all, parents are in the best position to supply information about the generalization of academic skills, and to judge significant changes in a child's attitude and social behaviour.

5.19 Implications for the Consultants Model

One could conclude that, at this time, resource room teachers in Alberta were not moving towards the resource consultant model as conceptualized by Hardy (1978), Hammill and Wiederholt (1972). One could only speculate that either the regular classroom teachers perceive that the resource room teachers lacked the ability to provide such services, had no time allocation for this or, as Smokoski (1972) suggested, the regular classroom teachers felt threatened. He stated that teachers did not want any other teachers coming to them to say, in effect, "you have failed with this child and I have some secrets which I will be glad to share with you which will make you a better teacher and will better enable you to handle all children in your classroom." Teachers, it seemed, did not want to be considered failures.

Resource room teachers are in a unique position, because they share their students with other teachers, and yet the eventual responsibility for learning disabled students rests with regular (homeroom) teachers. Tharp and Wetzel (1979) claimed that people who spent the most time with children were the ones most likely to bring about and maintain desired changes in them, rather than those who operated in an itinerant mode and were removed from the naturally occurring environment, the regular classroom. If this is the case, the best setting for most children to receive help would be the regular classroom (Hammill, Wiederholt and Brown, 1983) and the best remediation specialists would likely be their regular classroom teachers. It would seem, therefore, that in most instances the regular classroom teacher must help children overcome their learning problems. This would require providing regular classroom teachers with enough skills to enable them to develop intervention programmes. To this end, it is imperative that resource room teachers should adopt a resource consultant model, similar to the one promulgated by Hardy (1978), Hammill and Wiederholt (1972). The relative proportion of time that resource room teachers should spend in providing consultative services would depend on their individual competencies in that area and on demand by classroom teachers for such services. However, a move towards a model whereby 80% of resource room teachers' time would be spent in providing direct services to students, while the other 20% used for providing consultative and support services to regular classroom teachers is recommended.

Regardless of the reasons for not moving towards the resource consultant model, resource room teachers, when asked, were willing to provide consultative services to regular classroom teachers, and the latter were willing to accept such services (Alberta Special Education Study, 1977). These findings were further substantiated by conclusions in the present study. The teacher consultant model would assist in developing students' academic skills and regular classroom teachers' competencies in both the identification and remediation of disabled learners and would generally develop their awareness and knowledge of resources and technqiues which could be used for instructing all students in their classrooms.

It would seem that the consulting role for the resource room teacher is long overdue. Alberta must move in the direction of the resource consultant model if it would like to meet the needs of learning disabled students, as well as training and developing the competencies of regular classroom teachers in both the identification and remediation process in a regular classroom setting. This would obviously require acceptance of such a role by both the resource room and the regular classroom teachers. The teacher training institutions should include such skills and competencies in the professional preparation programmes of resource room teachers. For those already in the field, communication and interpersonal skills through in-service should be developed to deal with sensitivities and the possible adverse reaction of regular classroom teachers. This would require provisions for intensive in-service at the local school and district level, with wholeheared encouragement and support from school and district administration for this role.

5.20 Suggestions for Further Research

During the course of this study, some results indicated the need for more specialized research into related areas. This section of the chapter proposes certain areas in which further research could be conducted.

It is quite evident that the inductive process used for collecting data in this study was a satisfactory means of role analysis. However, the open-ended and unstructured nature of the questionnaires for the "role expected" and "role perceived" components of the study and the investigator's personal interpretation and classification of the information received, could have resulted, to some degree, in the lack of necessary precision. Furthermore, it was noted that perceptions between and among participating alter groups varied according to their professional and cultural backgrounds, interests, values and attitudes. While the "role accepted" profile was most acceptable to resource room teachers, further study should determine the acceptability of this profile by other alter groups. Therefore, a survey of all alter groups who participated in the "role epxected" component of the study should be undertaken using the opinionnaire of the present study. Also, as a further and natural extension, replication of the present study is recommended. Any such study should utilize a structured format. The present study was too wide in scope and the inductive process too cumbersome, demanding and time consuming.

The lack of distinction between the "role expected", "role perceived" and "role performed" profiles suggested that resource room teachers had an adequate perception of themselves in that role and, in their view, performed it accordingly. However, how effectively this role was performed is not indicated by the present study. In fact, there is only a small body of controlled research available which has studied the effectiveness of various kinds of resource room arrangements over the last few years (Bersoff, Kabler, Fiscus and Ankney, 1979). Except for Sabatino's study, differences between groups receiving instruction in regular classroom and in resource rooms were not significant. Therefore, further research into the efficacy of resource rooms is recommended.

Job satisfaction and job performance go hand in hand. The present study stopped short of investigating this aspect. Therefore, further research is suggested to determine group satisfaction -- regular classroom teachers, school and central office administrators, personnel from Alberta Education, and parents -- with the role currently being performed by resource room teachers. Similarly, satisfaction on the part of resource room teachers with their current role should be determined. Findings from such investigation would enable regular classroom teachers, school and central office administrators, personnel from Alberta Education, parents, and the resource room teachers themselves, to receive feedback on the effectiveness of resource rooms. It would also provide institutions of higher education with valuable information on the effectiveness of their Special Education programmes in preparing resource room teachers for their assignments in resource rooms and other Special Education settings. Any examination of job satisfaction, however, would require further research in the areas of "actual or real" and "desired or preferred" roles by various participants in the education of the learning disabled children and at the same time require studies to develop appropriate diagnostic job satisfaction instruments.

One other natural extension of the present study would be the examination of other components of the operation of the resource room now that the role of the teacher has been determined. This examination should include delivery systems, including the resource consultant model; policies in the area of diagnosis, programming, evaluation; the hiring of staffs; parent involvement and the general organization of resource rooms.

Evidence from the study suggested the need for the involvement of other helping professionals, such as speech pathologists, psychologists, counsellors, nurses, reading specialists, etc., for overall programmes for learning disabled students. There is a need for building some cohesiveness among these helping groups to avoid conflicts and misunderstandings in the delivery of services. Perhaps a study to determine the perceptions of the role of each of these professionals in the diagnosis and remediation process for the learning disabled children should be undertaken. In fact, examination of the common core required and included in their professional preparations at the universities would be advantageous.

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Appendix A

Role Expected Profiles

ROLE EXPECTED BY REGULAR CLASSROOM TEACHERS

(N=214)

PROFILE 1

ROLE NAME: (i) Learning Disabilities Teacher / Specialist
(ii) Resource room teacher
(iii) Remediation Specialist

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Regular Classroom Teachers (homeroom)	Colleagues	(a) Student Related Activities: (i) Follow-up / discussion of student progress in the resource room and integration into the regular classroom ((b) Programming: (i) For assistance in planning and implementation of programmes for students in the resource room and in the regular classroom (ii) Discussion of remedial programme of those placed in resource room
(ii) Principal	Superior	(a) Evaluate programme
(iii) Parents	Colleague	(a)

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts and Reading	Daily
(ii) Remedial Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation and Diagnosis	Regularly
D) Consultation and Liaison	Regularly
E) Attendance at Meetings	Occasionally / regularly
F) Professional Development	Occasionally

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional:		
(i) Remedial Language Arts and Reading	(a) Teaching basic reading and language arts skills individually and/or to small groups; phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language etc.	(a) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
	(b) Designing programmes to meet specific needs of the child: an individual educational programme for each student for each day	(b) Knowledge of instructional materials available commercially and in school and ability to use them
	(c) Grouping children for instruction	(c) Knowledge of reading/language arts diagnostic testing instruments and ability to group children according to their strengths and weaknesses
	(d) Knowledge of reading process: perception of difficulties which problem readers have, and knowledge of methods for strengthening perceptual skills	
(ii) Remedial Mathematics	(a) Teach basic mathematical concepts and operations; basic facts, numeration, computation, etc.	
	(b) Develop an individual educational plan for each student each day	
B) Clerical	(a) Prepare instructional materials, duplicating worksheets, word cards exercises and making charts and games	(a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles
	(b) Write individual educational programmes for each student each day	(b) Able to operate duplicators, tape recorders, record players, xerox and other hardware

		(c) Keep daily records of each child's progress and anecdotal records and maintain individual student files	
C)	Student Assessment: Evaluation and Diagnosis	(a) Administer formal, informal, standardized diagnostic tests to determine student weaknesses and strengths for programming	(a) Knowledge of appropriate testing materials, accessibility and ability to use them effectively
		(b) Administer a wide variety of achievement tests to determine the students' functional level	(b) Able to select, administer and interpret testing instruments and and able to communicate effectively the results to parents and teachers
		(c) Screening and identification of children with learning disabilities for resource room placement	
		(d) Evaluating students on an ongoing basis to monitor their progress while attending resource room	
D)	Consultation and Liaison	(a) Consultation with room teachers assisting them with placement, material selection, pacing and diagnosis of students	(a) Able to communicate with parents / teachers / administrators: listening, reasoning and speaking skills
		(b) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending resource room; and keep close liaison of student progress in the classroom	(b) Be co-operative, flexible, tactful, and patient when making suggestions to parents and teachers; interpersonal skills
		(c) Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support	
E)	Attendance at Meetings	(a) Meeting with parents at parent / teacher interviews to discuss test results, programming and progress	

	(b)	Student conferences with homeroom teachers to discuss test results, student programmes, and progress
	(c)	Attend special education meeting with other resource room teachers to evaluate materials and discuss programming
F) Professional Development	(a)	Attend conferences and conventions related to the field of learning disabilities to gain new insight

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive principal / vice-principal (school administration).

(ii) Supportive, co-operative colleagues (Teachers).

(iii) Understanding, receptive, co-operative and supportive parents.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Lack of parental support, co-operation and understanding (e.g., not doing anything at home).

(ii) Attitude that this is the "dumb" room - negative attitudes of parents, students and teachers towards resource room.

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers;

(ii) Adequate physical facilities: Private, adequate sized, bright, comfortable, well-lit, well-ventilated and well-located rooms.

(iii) Adequate, and plenty of, instructional materials and supplies.

(iv) Adequate equipment: overhead projectors, tape recorders, audio-visual aids, language master, etc.

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities: Small room that makes variation difficult; small windows; poorly lit, poorly heated, poorly constructed crude basement; lack of wall space / storage; and isolated from the rest of the school.

(ii) Too many students for instruction (overloading).

(iii) Too many students for instruction at one time (large groups).

(iv) Lack of instructional materials, supplies and audio-visual equipment.

PERSONAL QUALITIES:

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience:
- in working with students/aides/colleagues (tolerance)

- with constant repetition and drill (persistence)

(iii) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(iv) Firm but kind manner, warm and caring personality, cheerful, happy and mature.

(v) Love and enjoy working with primary and elementary school children.

(vi) Ability to relate/communicate with parents, students and colleagues.

(vii) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming and teaching (should have physical energies).

(viii) Flexible and adaptable in approaching students' emotional and academic problems.

(ix) Organizational and analytical skills, and ability to make learning a positive experience.

ROLE EXPECTED BY SCHOOL ADMINISTRATORS

(N=107)

PROFILE 2

ROLE NAME: (i) Resource Room Teacher
(ii) Learning Disabilities Teacher / Specialist

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Regular Classroom Teachers (homeroom)	Colleagues	(a) Student Related Activites:
		(i) Referrals, identification and placement of students in resource room
		(ii) Follow-up / discussion of student progress in the resource room and integration into the regular classroom.
		(b) Programming:
		(i) For assistance in planning and implementation of programmes for students in the resource room and in the regular classroom.
		(ii) Providing materials and in-service to teachers (consultative services).
(ii) Principal	Superior	(a) Approval of student referrals, selection and placement.
		(b) Superivision and administration.

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts and Reading	Daily
(ii) Remedial Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation & Diagnosis	Regularly
D) Consultation & Liaison	Regularly
E) Attendance at Meetings	Occasionally
F) Counselling - Personal	Regularly

G)	Professional Development	Regularly
H)	Resource Consultant	Regularly

RESPONSIBILITIES		FUNCTIONS		SKILLS
A) Instructional:				
(i) Remedial Language Arts and Reading	(a)	Teaching basic reading and language arts skills individually and/or to small groups; phonics, sight vocabulary, sylabication, blending, dictionary skills,comprehension, writing, spelling, oral and written language etc.	(a)	Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
	(b)	Designing programmes to meet specific needs of the child: an individual educational programme for each student for each day	(b)	Knowledge of instructional materials available commercially and in school and ability to use them
	(c)	Grouping children for instruction	(c)	Ability to prepare and select materials appropriate for specific needs of the child
			(d)	Knowledge of reading/language arts diagnostic testing instruments and ability to group children according to their strengths and weaknesses
			(e)	Knowledge of reading process: perception of difficulties which problem readers have, and knowledge of methods for strengthening perceptual skills
			(f)	Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plan
			(g)	Ability to instill confidence in children and motivate them
(ii) Remedial Mathematics	(a)	Teach basic mathematical concepts and operations; basic facts, numeration,	(a)	Knowledge of subject matter at each grade level in mathematics curriculum

		computation, etc.	
B)	Clerical	(a) Prepare assessment and progress reports	(a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles
		(b) Prepare instructional materials, duplicating worksheets, word cards, exercises, and make charts and games	(b) Knowledge of new publications, instructional materials and new programmes
		(c) Write individual educational programmes for each student each day	
		(d) Order instructional materials	
		(e) Keep daily records of each child's progress and anecdotal records and maintain individual student files	
		(f) Miscellaneous: displaying student work, compiling student marks, filling, making schedules, etc.	
C)	Student Assessment: Evaluation and Diagnosis	(a) Administer formal, standardized, diagnostic tests to determine student weaknessed and strenths for programming	(a) Knowledge of appropriate testing materials, accessibility and ability to use them appropriately
		(b) Administer a wide variety of achievement tests to determine the students' functional level	(b) Able to select, administer and interpret testing instruments and able to communicate effectively the results to parents and teachers
		(c) Screening and identification of children with learning disabilities for resource room placement	
		(d) Evaluating students on an ongoing basis to monitor their progress while attending resource room	
D)	Consultation and Liaison	(a) Consultation with home room teachers assisting them with placement, material selection, pacing and diagnosis	(a) Able to communicate with parents/ teachers/ administrators: listening, reasoning and speaking skills

			of students	(b)	Be co-operative, flexible, tactful and patient when making suggestions to parents and teachers: interpersonal skills
		(c)	Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom		
		(d)	Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support		
		(e)	Consultation on regular basis with school administration to determine student placement, discuss student progress and specific difficulties encountered in the implementation of the resource room programme		
E)	Attendance	a)	Meeting with parents at parent/teacher interviews to discuss test results, student programmes and progress	a)	Personal and public relations skills; interpersonal skills
		b)	Student conferences with homeroom teachers to discuss test results, student programmes and progress	b)	Communication skills
		c)	Meet with teachers to set guidelines for resource room operation and discuss the role of the resource room teacher		
		d)	Attend staff meetings and ATA meetings and disseminate information that may be of benefit to the rest of the staff		
F)	Counselling - Personal	a)	Help students imprive attitudes, work habits and general behaviour	a)	Sensitivity to emotional and intellectual needs of the counselee and acceptance of individual differences
G)	Professional	a)	Attend conferences	a)	Personal and public

	Development		and conventions related to the field of learning disabilities to gain new insight	relations skills: interpersonal relationship skills
H)	Resource Consultant	a)	Act in an advisory capacity to teachers, provide resources and information for implementation of regular programme	

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive principal / vice-principal (school administration)

(ii) Supportive, co-operative colleagues (teachers)

(iii) Understanding, receptive, co-operative and supportive parents.

(iv) Acceptance of resource room, its value and functions, by the teachers in school.

(v) Availability of support services from resource personnel: consultants, specialists, psychologists, speech therapists and others.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Discipline problems.

(ii) Parental indifference (poor attitude) and lack of support

PHYSICAL FACTORS THAT HELP

(i) Parental aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities: private, adequate sized, bright, comfortable, well-lit, well-ventilated and well-located room.

(iii) Adequate and plenty of instructional materials and supplies.

(iv) Adequate equipment: overhead projectors, tape recorders, audio-visual aids, language master etc.

(v) Small number of children for instruction at one time (manageable-sized groups).

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities: small room that makes variation difficult; small windows; poorly-lit, poorly-heated, poorly-structered crude basement; lack of wall space / storage; and isolated from the rest of the school.

(ii) Lack of instructional materials, supplies and audio-visual equipment.

PERSONAL QUALITIES

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience: - in working with students / aides / colleagues (tolerance)
- with constant repetition and drill (persistence)

(iii) Empathetic towards children's disabilities.

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Firm but kind manner, warm and caring personality, cheerful, happy and mature.

(vi) Love and enjoy working with primary and elementary school children.

(vii) Ability to relate / communicate with parents, students and colleagues.

(viii) Training and knowledge of remediation of learning disabilities and up-to-date research findings.

(ix) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming teaching (should have physical energies).

(x) Self-confidence and positive self-concept and ability to instill the same in students.

(xi) Flexible and adaptable in approaching students' emotional and academic problems.

(xii) Organizational and analytical skills, and ability to make learning a positive experience.

ROLE EXPECTED BY CENTRAL OFFICE ADMINISTRATORS

(N = 107)

PROFILE 3

ROLE NAME: (i) Resource room techer

(ii) Learning Disabilities Teacher / Specialist.

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Regular Classroom Teachers (homeroom	Colleagues	a) Student Related Activities:
		(i) Referrals, identification and placement of students in resource room
		(ii) Follow-up / discussion of student progress in the resource room and integration into the regular classroom
		b) Programming:
		(i) For assistance in planning and implementation of programmes for students in the resource room and in the regular classroom
		(ii) Discussion of remedial programme of those placed in the resource room
(ii) Principal	Superior	a) Approval of student referrals, selection and placement
		b) Supervision and administration
(iii) Assistant Superintendent of Schools	Superior	a) Supervision of resource room
(iv) Psychologist	Colleague	a) Psychological and diagnostic testing for student abilities and weaknesses
(v) Parents	Subordinate	a) Discuss student programme and progress

RESPONSIBILITIES	FREQUENCY
A) Instructional:	

	(i) Remedial Language Arts & Reading	Daily
	(ii) Remedial Mathematics	Daily
B)	Clerical	Daily
C)	Student Assessment: Evaluation and Diagnosis	Regularly / Daily
D)	Consultation and Liaison	Regularly
E)	Attendance at Meetigns	Regularly
F)	Programme Design and Development	Regularly
G)	Counselling - Personal	Regularly
H)	Professional Development	Regularly

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional:		
(i) Remedial Language Arts and Reading	a) Teaching basic reading and language arts skills individually and / or to small groups: phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language etc.	a) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
		b) Knowledge of instructional materials available commercially and in school, and ability to use them
		c) Ability to prepare and select materials approriate for specific needs of the child
	b) Perceptual skills	d) Knowledge of reading process: perception of difficulties which problem readers have, and knowledge of methods for strengthening perceptual skills
	c) Designing programmes to meet specific needs of the child; an individual educational programme for each student for each day	e) Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plan
		f) Be familiar with regular classroom curriculum and routines

(ii) Remedial Mathematics	a) Develop an individual educational plan for each student each day	a) Ability to teach using varied teaching techniques
	b) Teach basic mathematical concepts and operations; basic facts, numeration, computation, etc.	b) Knowledge of subject matter at each grade level-mathematics curriculum
		c) Be knowledgeable and able to gather and use appropriate instructional materials; especially games and other manipulative materials
		d) Able to design individual educational programme for each child
(B) Clerical:	a) Prepare assessment and progress reports	a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles
	b) Prepare instructional materials: Duplicating worksheets, word cards, execises, and making charts and games	b) Knowledge of new publications, instructional materials and new programmes
	c) Write individual educational programmes for each student each day	
	d) Keep daily records of each child's progress and anecdoatal records and maintain individual student files	
	e) Miscellaneous: Displaying student work, compiling student marks, filling forms, making schedules, etc.	
(C) Student Assessment: Evaluation & Diagnosis	a) Administer formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming	a) Knowledge of appropriatetesting materials, accessibility and ability to use it effectively
	b) Administer a wide variety of achievement tests to determine the students' functional level	b) Able to select, administer and interpret testing instrument and able to communicate the results effectively to parents and teachers

	c) Evaluating students on an ongoing basis to monitor their progress while attending resource room	
(D) Consultation and Liaison	a) Consultation with classroom teachers assisting them with placement, material selection, pacing and diagnosis of students	a) Able to communicate with parents / teachers administrators; listening, reasoning and speaking skills
	b) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending resource room; and keeping close liaison of student progress in the classroom	b) Be co-operative, flexible, tactful and patient when making suggestions to parents and teachers: interpersonal skills
	c) Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom	
	d) Maintain a close liaison with parents and discuss student's test results, programming and progress, and generally provide moral support	
	e) Consultation on regular basis with school administration to determine student placement, discuss student progress, and specific difficulties encountered in the implementation of the resource room programme	
(E) Attendance at Meetings	a) Meeting with parents at parent/teacher interviews to discuss test results, student programme, and progress	a) Personal and public relation skills: interpersonal skills
	b) Meet with teachers to set guidelines for resource room operation and discuss the role of the resource room teacher	
(F) Programme Design and Development		
(G) Counselling: Personal	a) Counsel students to assist in the development of personal growth, self concept, self confidence: affective domain	a) Sensitivity to emotional and intellectual needs of the counselee and acceptance of individual differences

(H) Professional Development	a) Attend conferences and conventions related to the field of learning disabilities to gain new insight	a) Personal and public relation skills: interpersonal relationship skills

PSYCHOLOGICAL FACTORS THAT HELP

(i) Aupportive principal / vice-principal (school adinistration).

(ii) Supportive, co-operative colleagues (teachers).

(iii) Understanding, receptive, co-operative and supportive parents.

(iv) Acceptance of resource room, its value and functions by the teachers in school.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Lack of interest and understanding on part of the regular classroom reachers.

(ii) Inadequate training for dealing with certain types of learning problems.

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities: private, adequate sized, bright, comfortable, well-lit, well-ventilated and well-located room.

(iii) Adequate, and plenty of, instructional materials and supplies.

(iv) Adequate equipment: Overhead projectors, tape recorders, audio-visual aids, language master, etc.

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities: Small room that makes variation difficult; small windows; poorly-lit, poorly-heated, poorly-constructed crude basement; lack of wall space / storage; and isolated from the rest of the school.

(ii) To many students for instruction at one time (large groups).

(iii) Lack of instructional materials, supplies and audio-visual equipment.

PERSONAL QUALITIES

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience - in working with students / aides / colleagues (tolerance)
- with constant repetition and drill (persistence).

(iii) Empathetic towards children's disabilities.

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Firm but kind manner, warm and caring personality, cheerful, happy and mature.

(vi) Creative and imaginative.

(vii) Love and enjoy working with primary and elementary school children.

(viii) Ability to relate / communicate with parents, students and colleagues.

(ix) Training and knowledge of remediation of learning disabilities and up-to-date research findings.

(x) Self-confidence and positive self-concept to instill the same in students.

(xi) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming teaching (should have physical energies).

(xii) Flexible and adaptable in approaching students' emotional and academic problems.

(xiii) optimism: sees success as a long-term goal, and be able to give lots of praise and support to even minimum achievement; must have a positive outlook.

(xiv) Organizational and analytical skills, and ability to make learning a positive experience.

(xv) Approachable: a good listener and be able to accept direction from others.

(xvi) Honest, consistent, fair and sincere.

(xv) Enthusiastic.

ROLE EXPECTED
BY TRAINERS OF
SPECIAL EDUCATION TEACHERS
AT THE UNIVERSITIES

(N = 25)

PROFILE 4

This profile was not compiled
because only 4 of 25 polled
responded.

ROLE EXPECTED BY PARENTS

(N = 40)

PROFILE 5

ROLE NAME: (i) Resource room teacher

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Principal	Superior	(a) Supervision and administration
		(b) Guidance, advice, encouragement, support, and day-to-day problem solving
(ii) Regular Classroom Teachers (homeroom)	Colleagues	(a) Student Related Activities:
		(i) Follow-up / discussion of student progress in the resource room and integration into the regular classroom
		(b) Programming:
		(i) For assistance in planning and implementing programmes for students in the resource room and in the regualr classroom
		(ii) Discuss problems and weaknesses of the child on which to attempt improvements once the child is in the regular classroom (programme development)
		(c) Discuss student programme and progress

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts & Reading	Daily
(ii) Remedial Mathematics	Regularly
B) Clerical	Daily / regularly
C) Student Assessment: Evaluation & Diagnosis	Regularly

D) Consultation & Liaison	Regularly
E) Attendance at meetings	Regularly / occasionally
F) Counselling - Personal	Regularly
G) Professional Development	Regularly / occasionally

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional:		
(i) Remedial Language Arts and Reading	a) Teaching basic reading and language art skills individually and/or to small groups: phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language etc.	
	b) Perceptual skills	a) Ability to instruct children using varied teaching methods to various styles of learning
		b) Knowledge of instructional materials available commercially and in school and ability to use them.
	c) Designing programmes to meet specifc needs of the child: an individual educational programme for each student for each day	c) Knowledge of reading process: perception of difficulties which problem readers have, and knowledge of methods for strengthening perceptual skills
		d) Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plan
(ii) Remedial Mathematics	a) Teach basic mathematic concepts and operations; basic facts, numeration, computation etc.	
B) Clerical	a) Prepare instructional materials: Duplicating worksheets, word cards, exercises, and making charts & games	a) Able to select, administer and interpret testing instrument and able to communicate the results effectively to parents and teachers
	b) Write individual educational programmes for each day	b) Knowledge of new publications, instructional materials and new programmes

			c)	Able to operate duplicators, tape recorders, record players, xerox and other hardware
C) Student Assessment: Evaluation & Diagnosis	a)	Administer formal, informal, standardized diagnostic tests to determine student weaknesses and strenths for programming	a)	Able to select, administer and interpret testing instrument and able to communicate the results effectively to parents and teachers
	b)	Adminster a wide variety of achievement tests to determine the students' functional level		
	c)	Screening and identification of children with learning disabilities for resource room placement		
D) Consultation and Liaison	a)	Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending resource room; and keeping close liaison of student progress in the classroom	a)	Able to communicate with parents / teachers / administrators: listening, reasoning and speaking skills
	b)	Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom	b)	Knowledge of instructional materials and ability to locate them
	c)	Maintain a close liaison with parents and discusss student's test results, programming and progress and generally provide moral support	c)	Able to operate duplicators, tape recorders, record players, xerox and other hardware
(E) Attendance at Meetings	a)	Meeting with parents at parent / teacher interviews to discuss test results, student programme and progress		
	b)	Student conferences with homeroom teachers to discuss test results, student programmes and progress		
E) Counselling: Personal	a)	Counsel students to assist in the development of personal growth, self concept, self confidence - affective domain		
E) Professional Development	a)	Attend conferences and conventions related to the field of learning disabilities to gain new insight		

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive, co-operative colleagues (teachers).

(ii) Good university training (confidence in one's comptency).

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Parental indifference (poor attitude) and lack of support.

(ii) Non-supportive teachers.

PHYSICAL FACTORS THAT HELP

(i) Adequate physical facilities: private, adequate-sized, bright, comfortable, well-lit, well-ventilated, and well-located room.

(ii) Adequate, and plenty of, instructional materials and supplies.

(iii) Adequate equipment: overhead projectors, tape recorders, audio-visual aids, language master etc.

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities: small room that makes variation difficult; small windows; poorly-lit, poorly heated, poorly-constructed crude basement, lack of wall space / storage; and isolated from the rest of the school.

(ii) Lack of instructional materials, supplies and audio-visual equipment.

PERSONAL QUALITIES

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience - in working with students / aides / colleagues (tolerance)
- with constant repetition and drill (persistence)

(iii) Empathetic towards children's disabilities.

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Firm but kind manner, warm and caring personality, cheerful, happy and mature.

(vi) Love and enjoy working with primary and elementary school children.

(vii) Ability to relate / communicate with parents, students and colleagues.

(viii) Training and knowledge of remediation of learning disabilities and up-to-date research findings.

(ix) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming teaching (should have physical energies).

(x) Organizational and analytical skills, and ability to make learning a positive experience.

ROLE EXPECTED BY ALBERTA EDUCATION PERSONNEL

(N = 15)

PROFILE 6

ROLE NAME:
(i) Consultant for Teachers
(ii) Learning Disabilities Teacher / Specialist
(iii) Diagnosticial
(iv) Programme Planner / Designer

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Regular Classroom Teacher	Colleague	a) Student Related Activities: (i) Referrals, identification and placement of students in resource room b) Programming: (i) Providing materials and in-service to teachers (consultative services) (ii) Discussion of remedial programme of those placed in the resource room
(ii) Principal	Superior	(a) Programming and programme planning (b) Approval of lesson plans
(iii) Psychologist	Colleague	(a) Assistance in programme planning (b) Psychological and diagnostic testing for student abilities and weaknesses
(iv) Parents	Colleague	(a) Discuss student programme and progress

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts & Reading	Daily
(ii) Remedical Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation & Diagnosis	Regularly

D) Consultation & Liaison	Regularly
E) Attendance at Meetings	Regularly
F) Programme Design & Development	Regularly
M) Professional Development	Regularly
N) Resource Consultant	Regularly

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional:		
(i) Remedial Language Arts & Reading	a) Teaching basic reading and language art skills individually and/or to small groups: Phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language, etc.	a) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
	b) Perceptual skills	b) Knowledge of instructional materials available commercially and in school and ability to use them
	c) Designing prorammes to meet specific needs of the child: an individual educational programme for each student each day	c) Ability to prepare and select materials approriate for specific needs of the child
		d) Knowledge of reading/language arts diagnostic testing instruments: and ability to group children according to their strengths and weaknesses
		e) Knowledge of reading process: perception of difficulties which problem readers have, and knowledge of methods for strenthening perceptual skills
		f) Ability to individualize programs and ability to group children for small group instruction: Be able to develop individual educational plan

		g) Management skills: ability to organize and manage children when instructing individually and in small groups; and able to adjust programme to the rate and style of individual child
		h) Be familiar with regular classroom curriculum and routines
(ii) Remedial Mathematics	a) Teach basic mathematical concepts and operations; basic facts, numeration, computation, etc.	a) Ability to teach using varied teaching techniques
		b) Knowledge of subject matter at each grade level - mathematics curriculum
		c) Be knowledgeable and able to gather and use appropriate instructional materials: especially games and other manipulative materials
B) Clerical	a) Prepare instructional materials: duplicating worksheets, word cards, exercises and making charts and games	a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles
	b) Write individual educational programmes for each student each day	b) Knowledge of new publications, instructional materials and new programmes
	c) Keep daily records of each child's progress and anecdotal records and maintain individual student files	
C) Student Assessment: Evaluation & Diagnosis	a) Administer formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming	a) Knowledge of appropriate testing materials, accessibility and ability to use it effectively
	b) Administer a wide variety of achievement tests to determine the students' functional level	b) Able to select, administer and interpret testing instrument and able to communicate the results effectively to parents and teachers
	c) Scoring tests and interpreting test results	c) Knowledge of learning disabilities

	d) Evaluating students on an on-going basis to monitor their progress while attending resource room	
D) Consultation & Liaison	a) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending resource room; and keeping close liaison of student progress in the classroom	a) Able to communicate with parents / teachers / administrators: listening, reasoning and speaking skills
	b) Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support	b) Be familiar with the regular classroom curriculum
	c) Consultation on regular basis with school administration to determine student placement, discuss student progress and specific difficulties encountered in the implementation of the resource room programme	
E) Attendance at Meetings	a) Attend staff meetings and ATA meetings and disseminate information that may be of benefit to the rest of the staff	
F) Programme Design & Development	a) Develop an appropriate programme for the learning disabled student for use in regular classroom and resource room	a) Knowledge of programems available, and ability to select appropriate materials for specific skills to meet specific demands
	b) Gather and select appropriate material resources for the instruction of the learning disabled students	b) Knowledge of children's interest
	c) Formulate objectives, group students and devise timetable for those attending resource room	
G) Professional Development	a) Attend conferences and conventions related to the field of learning disabilities to gain new insights	a) Personal and public relation skills: interpersonal relationship skills
H) Resource Consultant	a) Act in an advisory capacity to teachers, provide resources and information for implementation of regular programme	a) Ability to get along with colleagues, supervisors and parents: interpersonal skills

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive, co-operative colleagues (teachers).

(ii) Understanding, receptive, co-operative and supportive parents.

(iii) Availability of support services from resource personnel: consultants, specialists, psychologists, speech therapists and others.

(iv) Understanding and receptive staff: teachers who can wait patiently for results.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Parental indifference (poor attitude) and lack of support.

(ii) Lack of interest and understanding on part of the regular classroom teachers.

(iii) Non-supportive principal and general lack of interest by school administration because of lack of knowledge of learning disabilities.

(iv) Confusion about the role of resource room teacher in the minds of school staff.

(v) Incorrect, inappropriate placement - dumping of students with other handicaps.

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities: private, adequate-sized, bright, comfortable, well-lit, well-ventilated and well-located room.

(iii) Adequate and plenty of instructional materials and supplies.

(iv) Adequate equipment: overhead projectors, tape recordes, audio-visual aids, language master etc.

(v) Small number of children for instruction at one time (manageable-sized groups).

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities: small room that makes variation difficult; small windows; poorly-lit, poorly-heated, poorly-constructed crude basement; lack of wall space / storage; and isolated from the rest of the school.

(ii) Too many students for instruction at one time (large groups).

(iii) Lack of instrucitonal materials, supplies and audio-visual equipment.

PERSONAL QUALITIES

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience - in working with students / aides / colleagues (tolerance).
- with constant repetition and drill (persistence).

(iii) Empathetic towards children's disabilities.

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Love and enjoy working with primary and elementary school children.

(vi) Ability to relate / communicate with parents, students and colleagues.

(vii) Training and knowledge of remediation of learning disabilities and up-to-date research findings.

(viii) Self-confidence and positive self-concept and ability to instill the same in students.

(ix) Organizational and analytical skills and ability to make learning a positive experience.

Appendix B

Composite Role Expected Profile

ROLE EXPECTED PROVINCIALLY BY VARIOUS ALTER GROUPS

(N = 508)

ROLE NAME: (i) Resource Room Teacher

(ii) Learning Disabilities Teacher / Specialist

CONTACT PERSON	RELATIONSHIP	PURPOSE OF CONTACT
(i) Psychologist	Colleague	(a) Assistance in programme planning
		(b) Psychological and diagnostic testing for student abilities and weaknesses
(ii) Principal	Superior	(a) Supervision and administration
		(b) Approval of student referrals, selection and placement
(iii) Regular Classroom Teacher (homeroom)	Colleague	(a) Student related activities
		(i) Referrals, identification and placement of students in Resource Room
		(ii) Follow-up discussion of student progress in the Resource Room and integration into the regular classroom
		(b) Programming:
		(i) For assistance in planning and implementation of programmes for students in the Resource Room and in the regular classroom
		(ii) Discussion of remedial programme of those placed in the Resource Room

		(iii) Discuss problems and weeaknesses of the child on which to attempt improvements once the child is in the regular classroom (programme development)
(iv) Parents	Subordiante	(a) Discuss student programme and progress (b) Help in supervision of homework (in carrying out some aspect of student programme at home)

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts and Reading	Daily
(ii) Remedial Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation and Diagnosis	Regularly
D) Consultation and Liaison	Regularly
E) Attendance at Meetings	Regularly
F) Counselling - Personal	Daily / Regularly
G) Professional development	Regularly

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional		
(i) Remedial Language Arts & Reading	a) Teaching basic reading and language art skills individually and / or to small groups: Phonics, sight vocabulary, syllabication, blending, dicitionary skills, comprehension, writing, spelling, oral and written language, etc.	a) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
		b) Knowledge of instructional materials available commercially and in school and ability to use them
		c) Ability to prepare and select materials appropriate for specific needs of the child

		d) Knowledge of reading language arts diagnostic testing instruments: and ability to group children according to their strengths and weaknesses
		e) Knowledge of reading process: perception of difficulties which problem readers have and knowledge of methods for strengthening perceptual skills
		f) Ability to individualize programmes and ability to group children for small instruction: Be able to develop individual educational plan
(ii) Remedial Mathematics	a) Develop an individual educational plan for each student each day	a) Knowledge of subject matter at each grade level - mathematics curriculum
	b) Teach basic mathematical concepts and operations; basic facts, numeration, computation etc.	b) Be knoeledgeable and able to gather and use appropriate instructional materials: especially games and other manipulative materials
		c) Ability to teach using varies teaching techniques
		d) Able to design individual-- educational programme for each child
B) Clerical	a) Prepare assessment and progress reports	a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles
	b) Prepare instructional materials: Duplicationg worksheets, word cards, exercises and making charts and games	b) Knowledge of new publications, instructional materials and new programmes
	c) Write individual educational programmes for each student each day	c) Able to operate duplicators, tape recordes, record players, xerox and other hardware
	d) Keep daily records of each child's progress and anecdotal records and maintain individual student files	

C) Student Assessment: Evaluation and Diagnosis	a) Administer formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming	a) Knowledge of approriate testing materials, accessibility and ability to use it effectively
	a) Administer a wide variety of achievement tests to determine the students' functional level	b) Able to select, adminster and interpret testing instrument and able to communicate effectively the results to parents and teachers
	c) Screening and identification of children with learning disabilities for Resource Room placement	
	d) Scoring tests and interpreting test results	
	e) Evaluating students on an ongoing basis to monitor their progress while attending Resource Room	
D) Consultation and Liaison	a) Consultation with classroom teachers assisting them with placement, material selection, placing and diagnosis of students	a) Able to communicate with parents, teachers and administrators: listening, reasoning and special skills
	b) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending Resource Room; and keeping close liaison of student progress in the classroom	b) Be co-operative, flexible, tactful and patient when making suggestions to parents and teachers: interpersonal skills
	c) Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom	
	d) Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support	
E) Attendance at Meetings	a) Meeting with parents at parent/teacher interviews to discuss test results, student programme and progress	a) Personal and public relation skills: interpersonal skills
	b) Student conferences with homeroom teachers to discuss test results, student programmes and progress	b) Communication skills

	c) Meet with teachers to set guidelines for Resource Room operation and discuss the role of the Resource Room teacher	
	d) Attend staff meetings and ATA meetings and disseminate information that may be of benefit to the rest of the staff	
F) Counselling - Personal	a) Help students improve attitudes, work habits and general behaviour	a) Sensitivity to emotional and intellectual needs of the counsellee and acceptance of individual differences
	b) Counsel students to assist in the development of personal growth, self-concept, self confidence - affective domain	
G) Professional Development	a) Attend conferences and conventions related to the field of learning disabilities to gain new insight	a) Personal and public relation skills: interpersonal relationship skills
	b) Conduct professional development activities at school level	

PHYSICAL FACTORS THAT HELP

(i) Private aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities:

Private, adequate sized, bright, comfortable, well lit, well ventilated and well-located room

(iii) Adequate and plenty of instrucitonal materials and supplies.

(iv) Adequate equipment:

Overhead projectors, tape recordersm audio-visual aids, language master, etc.

(v) Small number of children for instruction at one time (manageable sized groups)

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities:

Small room that makes variation difficult; small windows; poorly lit, poorly heated, poorly constructed crude basement; lack of wall space / storage; and isolated from the rest of the school.

(ii) Too many students for instruction (overloading).

(iii) Too many students for instruction at one time (large groups).

(iv) Lack of instructional materials, supplies and audio-visual equipment.

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive pricipal / vice-principal (school administration)

(ii) Supportive, co-operative colleagues (teachers)

(iii) Understanding, receptive, co-operative and supportive parents

(iv) Acceptance of Resource Room, its value and functions by the teachers in school.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Discipline problems

(ii) Attitude that his is the "DUB" room - negative attitudes of parents, students and teachers towards Resource Room.

(iii) Confusion about the role of Resource Room teacher in the minds of school staff.

PERSONAL QUALITIES

(i) Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience:
  - in working with students / aides / colleagues (tolerance)
  - with constant repetition and drill (persistence)

(iii) Empathetic towards children's disabilities

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Firm but kind manner, warm and caring personality, cheerful, happy and mature.

(vi) Love and enjoy working with primary and elementary school children.

(vii) Ability to relate / communicate with parents, students and colleagues.

(viii) Training and knowledge of remedaition of learning disabilities and up-to-date research findings.

(ix) Self confidence and positive self concept and ability to instill the same in students.

(x) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involed in programming teaching (should have physical energies).

(xi) Flexible and adaptable in approaching students' emotional and academic problems.

(xii) OPtimism: sees success as a long term goal and is able to give lots of praise and support to even minimum achievement; must have a positive outlook.

(xiii) Organizational and analytical skills, and ability to make learning a positive experience.

(xiv) Approachable: a good listener and able to accpet direction from others.

Appendix C

Role Expected: Other Comments Volunteered & Presented Verbatim

ROLE EXPECTED

(a) Regular Classroom teachers

- Resource persons should be resource aides for teachers. However, too often most time spent in working with students.
- Your questionnaire was most thought provoking, but not enough space to answer them.
- In my experience there has not been a clearly defined role for the resource room teacher. I am interested in applying for the position eventually, but hesitate because presently they are expected to be "miracle workers."
- There is a perception among teachers that learning disabilities instruction is for students who are failing, rather than students with specific problems.
- Resource room teachers should work closely, and well, with all staff to provide a good climate within the school. Liaisons with colleagues involving pupils should be private and personal.
- A good resource room is needed in every school. Such teachers must have co-operation of all faculty members.
- In my opinion children who have received individualized or small group assistance have benefited greatly. This has come from team work as well as a good resource material.
- I feel that resource room should have its main thrust preventative in nature at ages six, seven and eight years. In this way, problems will not arise at age ten and eleven years.
- I feel it is imperative that when a resource room is set up in a school, all members of the staff (administration and regular classroom teachers) be collectively aware of the possible goal of the resource room, i.e., Let us close the gap between each resource student's ability and his performance. Once the goal is stated and everyone is aware of it, striving to reach that goal as a staff should lessen the confusion of the role of the resource room person. Each teacher should have a number of "quickie" classroom tests to give potential resource room students, so that the referrals will better show the weaknesses of the child referred. Regular conferences with classroom teacher, resource room teacher and the Principal about particular children also helps to lessen confusion. I sincerely feel that communication is the key.
- A reading resource room should be a place where students with remedial reading problems enjoy going. The resource room teacher should show an interest in how the student is doing in other subjects in the regular classroom.
- The job description should be clearly outlined to the staff, parents and teachers in question. The results should be evaluated regularly, and if necessary a change in direction should be taken.
- The needs of every district and student are different, and as such, the operation needs to be matched with the needs of that school. Therefore, I do not think that resource room teachers or any other teacher should be stamped or tagged with a "standard."
- I found the questionnaire quite difficult to fill out, especially questions 4 and 5, due to the form in which they were presented. The line between responsibilities, functions and skills is a very fine one and quite difficult to assess in a one-shot kind

of thing.

- The resource room teacher could be a focal point in a primary wing. He / she should have an "open door" policy, constantly changing students as skills are achieved, and a good rapport with staff and knowledge of classroom procedures.

- The resource room teacher should keep in mind at all times that just as soon as it is possible, the student should return to the regular classroom full-time. If this is an impossibility, use every chance to have him participate in group activities, e.g., physical education, music, watching films and field trips.

- I expect the resource room teachers to have the answers I do not have. I expect a bit of extra help with a student with difficulties.

- Remediation on short term basis should be the primary aim of the resource room.

- In my opinion, the role of the resource room teacher is a very important one, helpful to the regular classroom teacher and most beneficial to the students involved. I feel that this programme deserves to be more of a focal point in the total school picture, as well as a decisively more lucrative field monetarily for young teachers to enter. Also, the resource room should or could provide special resources for the able student - which would counter the stigma attached to the programme.

- There is a general lack of communication of duties of the resource room teacher. When these people begin a job they should make it clear exactly what they can do or are expected to do for the student. "Resource room teacher" is a very vague term describing a position which should be much more specific and outlined.

- I found that my children enjoy going to resource room; often looking refreshed and pleased with their progress. However, I found that these children also demanded my attention constantly, even if they knew the work. They find it difficult to work on their own. They tend to disturb others to get this attention, leading to peer attention and eventually to my attention.

- I feel resource rooms are a very useful addition to any school. Money and time spent, especially at the primary level, will, I am sure, prove to be well spent. If any problems do arise, they usually do so because parents are unaware of what the goals and purposes of a resource room are.

- A good resource room teacher is a good classroom teacher.

- In our school, we have a resource room. We greatly appreciate it. One problem is that most children go in to the resource room with an equal amount of time allotted to them. Some children require more time and some less. This affects the performance of the child and the child's needs are not being met as well as they perhaps could be.

- My main bias is that resource room teachers should be TEACHING and not conferring all the time, testing or doing other jobs which should be handled by a school psychologist. How about more school psychologists?

- In most cases, the resource rooms are a failure. The students who show marked improvement are few, thus very expensive. The very pitfall of these rooms is the lack of qualified teachers. Most are not trained in the field and do only what an "ordinary" teacher (classroom teacher) does, but they have fewer students. Most of these teachers do not work closely enough with classroom teachers. My opinion - cut down class sizes, and these rooms would be unnecessary. Presently, in our school, our class sizes are up to 34 to 38 pupils in one class.

- A child must know he is given special help for his own good, not just pushed into a room because he is slow.

- The Board should be very sure of the person they hire as a resource room teacher before they assign a room to them to build up from scratch. A resource room teacher needs a lot of help and materials to get going and be a resource.

- When an experienced, flexible personnel is in charge, this type of help is of great benefit.

- I feel the role of the resource room teacher as a resource person for teachers is a very important one. Also, co-operation and reinforcement of learning strategies in the classroom and the resource room greatly help both programmes.

- If a resource room teacher has excellent rapport with the staff and with students, the benefit to the school is unbelievably positive, but if the resource room teacher is not trained properly for the job, the damage to school atmosphere and students of the community is irreparable. Please impress upon the powers-that-be that they should hire suitable people with accredited references to this very important job, and not teachers who simply do not fit a regular classroom. In educating young people today, this is a must, for I have never seen such an increase of students with reading problems as I have in these past three years.

- A resource room teacher with so many qualifications mentioned may be impossible to find. However, this type of person should be compulsory in every school. Our school system presently does not feel that one is needed until you have a certain number of students or the budget to hire such a person.

- As a regular classroom teacher, teaching a Grade Six "low" group, I experience a problem with my classroom instruction in reading vs. resource room assistance. Students must be released during "prime time" - regular Maths, Reading periods - for resource room instruction. I find that their absence from my classroom at those important times is most detrimental to their regular programme. Resource room help can be quite "disjointed" from the student's regular reading programme.

- The resource room should help the child overcome his learning disability. If this is not accomplished, I feel we have failed. The resource room teacher should take the responsibility of seeing that the child is exposed to special structured learning situations that will help him in his weak areas of learning. The resource room should not be used as a homework room or completing work not finished in the regular room.

- I was not too clear on some of your questions and the differentiation of responsibility, function and skill. I have also had little interaction with the resource room and feel that our resource room department works as an entity, outside the classroom, not within. I feel resource rooms should not act closer to the teacher and classroom.

- Ideally, resource room teachers should have graduate training in reading. This would not only be valuable to pupils, but also to fellow teachers who often are organizing and teaching a reading programme with very little reading background.

(b) School Administrators

- A resource room teacher must be an exceptional teacher, not just last on staff.

- Resource room teachers need more job security so that they don't look for more secure positions - tenure.

- Roles, responsibility, skills and functions all tend to blur in any discussion of "informal" roles. The resource room teacher in this school is a paradox. Whil reinforcing his own students with a positive outlook, the teacher is a constant critic of the regular programme. For colleagues, he serves as a kind of "Dr. Doom," while his students see only a positive and enthusiastic teacher. This dichotomy is frustrating for an administrator who allows the resource room teacher the freedom to shape his own role.

- The opinionnaire is by no means complete, but I am sorry, I simply have not got the necessary time. My resource room teacher has enhanced my entire school programme, and has "saved" egos of several "critical" students, and has created a positive atmosphere towards learning in numerous reluctant and disadvantaged children.

- No special education teacher can be expected to have all the answers for all the kinds of learning problems they can be faced with. The teacher should be realistic about his/her powers and limitations and should not be afraid to ask superiors for more special assistance in helping certain children. The staff should be aware of the background of the Special Education teacher so as not to expect "specialist" help in an area where the teacher is not particularly well trained, nor should a Special Education teacher spend too much time playing "doctor."

- The most important aspect of a resource room teacher's success is how well the staff have been "prepared" to accept the person as a way of assisting them with students who are having difficulty. The regular teacher must assume some responsibility for providing modified instruction in the classroom for a particular child, thereby allowing the resource room teacher to provide specialized assitance to more students. Selection of students must always consider priority to those students who have the most ability or potential, and who can be helped in the shortest time.

- In general, these questions do not attack the problem in the way I would like to see. We should have an outline of an IDEAL set up and then compare OURS to it. Also, this would force school administration into taking a specific stand as to what the needs of the resource room are.

- Most of the qualities required to provide sound education for the average child would by and large be of tremendous support to the disadvantaged child. The biggest mistake is the use of borderline staff to fill resource and other special education roles.

- Special situations make students conscious of their problem. A poor image and self-concept is a very real problem for the underachiever.

- Parents must agree to support the programme.

- Team approach, involving parents, students, regular classroom teachers, psychologists, health unit nurses, school administrators, and aides, must work harmoniously.

- Communication between each group must be maintained.

- Regular meetings to review any problems, objectives, and progress for evaluation, must be held.

- The resource room teacher has the expertise regarding learning disabilities, that most teachers on staff lack. However, as teachers, we all must deal with these learning difficulties. Therefore, the resource room teacher should be a leader in this area, and should assist teachers whenever possible.

- A major problem in this area seems to be the attitude that some teachers have that, as soon as a student has marked difficulties in a grade, that pupil can be shunted into a resource room, thereby limiting or negating any responsibility by the classroom teacher in this subject area. The resource room has provided a major value to students and teachers over these past years, and is a definite asset to learning.

- We seem to have a problem keeping resource room teachers. Most wish to go to a regular classroom assignment after only one or two years in the resource room.

- Students of Special Education programmes should be integrated into other programmes as much as possible. Teachers within a school must be willing to help accept students and teachers of disability classes, be supportive of what is being attempted or has been done, or the project is doomed. Administration must be aware and interested in the total programme in providing monetary and moral support.

- I feel that it is very important that the resource room teacher maintain current, concise and clear case data sheets for all students receiving special services, as well as records of all formal testing results. Other information that must be included are a record of parent/teacher conferences, dates within which resource services were provided, and relevant behavioural information.

- Resource room teachers should be given regular classroom for a year, every so many years (3-5), to give them a "rest" and to restore their awareness of the regular classroom teacher's rewards and problems.

- Parent aides in resource rooms: I would not recommend their use in any direct instruction, since instruction in this area is so specialized and needs maximum expertise. I have worked in a resource room programme in this system for five years - initiated it, developed skills lists, record systems, etc., and since then, it has expanded from one half-time teacher to three full-time personnel (3 full-time equivalent, since some work half-time). The single most supportive factor in my mind is the strong interest and support of the administrative personnel:
  (a) Frequent visits to become knowledgeable in what is happening;
  (b) Enthusiastic support and encouragement unless/until hard factors indicate that the resource room teacher is not doing his/her job;
  (c) Willingness to provide a physical plant to make the programme workable.
  If these factors exist, then he(they) can influence principals, teachers, etc., to support the programme for maximum learning.

- In this school I encourage Special Learning Disabilities programmes, authored by the Learning Disabilities teacher, to be implemented by the regular classroom teacher. I further feel that Learning Disabilities teachers should have had a successful career in an elementary classroom as a prerequisite to teaching learning disabled students.

- For a resource room programme to be effective, teachers must recognize the need for such a programme.

- The teacher must be what one would consider a master teacher. The entire programme hinges on the effectiveness of the teacher.

- Teacher communication and co-operation is vital, or everyone begins to work in isolation.

- Administrators must be supportive and communicative, or the programme will tend to flounder.

- Recording and monitoring student progress is vital in determining whether resource room help is in fact benefiting the child.

- With rigid provincial guidelines, resource room teacher must be especially skilful in screening candidates who must need the resource room programme.

- Our remedial reading teacher and our total staff must always be aware of the expectations of each other. Our staff all see our remedial reading teacher as an important team partner in the teaching of reading to children experiencing difficulty. We cannot manage without each other - the children gain.

- It has been my experience (being an E.O.F. remedial instructor previous to administration) that the remotest of confusion about the role is directly related to how well the teacher, the principal, and the central office jointly define the role. I do not believe that, where this was done, and then achieved, there was much confusion about the role. Definitely I feel that most resource room teachers know where they are going and what they are doing. If they don't, it is up to them to clarify it. Written policy by the school board can be helpful in defining the role, but if this is lacking, the princial and the teacher should undertake a role-definition within the school at times, with the help and approval of the staff. As well, there is, or should be, nothing against redefining or altering the role as the year progresses and as is needed, as long as all persons understand the alterations.

- Children in our resource room are not necessarily learning disabled. Criteria for admission is one or more years behind in reading skills. I have seen vast improvement take place with children in this programme - sometimes in a matter of months. The right teacher is essential.

(c) Central Office Administrators

- It seems that very good resource room people are exactly what we regard as superior classroom teachers, except that there are some professional skills developed to a greater degree, i.e., programme development, assessment and evaluation.

- Special Education teachers state that they feel closer to parents than to the rest of the teaching staff.

- Principal's expectations in a school has the greatest influence on the programme.

- The effectiveness of a resource room teacher varies with the support he or she gets from the total school, as well as his or her own initiative, enthusiasm and motivation towards the expected roles of the resource room concept.

- Itinerant resource room teachers may suffer a feeling of isolation in that they do not belong to any staff.

- I feel that the most crucial factor in the resource room teacher's success is the effectiveness of the consultation which takes place between the classroom teacher and the resource room teacher regarding student problems and programmes.

- Resource room teachers may have a more specific role in a school, but it is not more special. A good resource room teacher would probably make a good classroom teacher, and vice-versa. Resource room teachers should be able to pursue alternate teaching styles because class sizes are much smaller and materials are more specialized. Resource room teachers need someone to give them the assurance they are making progress with children, because progress with this type of child is often difficult to see on a day-to-day basis.

- This is very open-ended! I feel the resource room teachers in our systems have a job to do just like the grade One teacher has a special job. We try to do all we can to keep these people "like" everyone else. As soon as they are too different, they treat their task as different, and don't do their best for the students. Resource room teachers should not be "opportunity room teacher oriented." They need constant contact with the "classroom teacher."

- Special Education teacher must be more than a good teacher - must be sensitive to the total child that comes to school.

- I am sorry I cannot be more specific, but I feel that each child sent to a learning disabilities class is unique, requiring an individualized programme and an individualized approach.

- We have trouble with Special Education in our District. One of the reasons is probably because the role of the resource room teacher has not been specified by the Department or District. Moreover, what the teacher is doing is not necessarily understood and accepted in the school.

- Some concerns about limitations with regard to Alberta Education guidelines and funding.

- Repeated problems with communication of purposes of programmes and with getting classroom teachers to co-operate fully and to carry through with follow-up required.

- A supportive administration and staff who understand the goals (if understood) of Special Education classes, and with specific needs and programmes of students, is the most desirable criteria to help a good teacher run a flexible, meaningful and productive programme.

- Although recent steps by Alberta Education in the recognition of the need to improvie the quality of education for children with learning disabilities are laudable, there is still more to be done. I refer especially to the needs of those students who may well be achieving at par with the "average" but who indeed achieve far below their ability level because of the lack of challenge presented to them. It is my firm belief that Special Education should include programmes for the underachieving gifted students, and that these programmes should receive support equal to that of the learning disabled.

- In my experience, the greatest difficulty to overcome is the acceptance by staff of the resource room teacher as a resource person. This can be aided by wise selection of procedures.

- Definitely insufficient room for responses, regardless of the conciseness of the answer.

- Good luck with this research. I would be most interested in a summary of your findings.

(d) Alberta Education Personnel

- Resource rooms can only work when they are seen as a resource. Resource room teachers must work closely with teachers and other professionals to help the child function better in the regular classroom. They should not become tutors in Science, Social Studies, etc., but teach more general skills and processes.

- An important need for resource room teachers is the opportunity to meet with others in the field (in-service) to exchange ideas, compare notes, advise and grow. Too often, Special Education personnel feel cut off from the mainstream of the teaching force in the school plant.

- A resource room teacher is not a tutor. He or she should work so that the child can function better in the classroom setting. He or she should teach skills that will benefit the child in regular classroom settings, but not take over the teacher's role.

Appendix D

Role Perceived Profile

ROLE PERCEIVED BY RESOURCE ROOM TEACHERS
(N = 214)

ROLE NAME:			Resource Room Teacher
CONTACT PERSON		**RELATIONSHIP**	**PURPOSE OF CONTACT**
(i)	Regular Classroom Teacher (homeroom)	Colleague	(a) Follow up / discussion of student progress in the Resource Room and integration into the regular classroom.
			(b) For assistance in planning and implementation of programmes for students in the Resource Room and in the regular classroom.
			(c) Referrals, indentification and placement of students in Resource Room.
			(d) Discussion of remedial programme of those placed in the Resource Room.
(ii)	Principal	Superior	(a) Approval of student referrals, selection and placement.
			(b) Approval of programme.
			(c) Guidance, advice, encouragement, support and day-to-day problem-solving.
(iii)	Psycholgist		(a) Psychological and diagnostic testing for student abilities and weaknesses.
			(b) Assistance in programme planning.
			(c) Referrals of students for testing.

RESPONSIBILITIES	**FREQUENCY**
A) Instructional:	
(i) Remedial Language Arts & Reading	Daily
(ii) Remedial Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation & Diagnosis	Occasionally / Regularly
D) Consultation & Liaison	Regularly
E) Attendance at Meetings	Occasionally
F) Professional Development	Occasionally

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional: (i) Remedial Language Arts & Reading	(a) Teaching basic reading and language art skills individually and/or to small groups: Phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language, etc.	(a) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learing
	(b) Perceptual skills	(b) Knowledge of instructional materials available commercially and in school and ability to use them
	(c) Readiness skills: Listening, auditory and visual discrimination etc.	(c) Ability to prepare and select materials appropriate for specific needs of the child
	(d) Designing programmes to meet specific needs of the child: an individual educational programme for each student each day	(d) Knowledge of reading/language arts diagnostic testing instruments: and ability to group children according to their strengths and weaknesses
	(e) Selection and preparation of appropriate instructional materials	(e) Knowledge of reading process: perception of difficulties which problems readers have, and knowledge of methods for strengthening perceptual skills
	(f) Grouping children for instruction	(f) Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plans
(ii) Remedial Mathematics	(a) Develop an individual educational plan for each student each day	(a) Ability to teach using varied teaching techniques
	(b) Teach basic mathamatical concepts and operations; basic facts, numeration, computation etc.	(b) Knowledge of subject matter at each grade level - mathematics curriculum
		(c) Be knowledgeable and able to gather and use appropriate instructional materials: especially games and other manipulative materials
B) Clerical	(a) Prepare assessment and progress reports	(a) Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles

	(b) Prepare instructional materials: Duplicating work sheets, word cards, exercises, and making charts and games	(b) Knowledge of new publications, instructional materials and new programmes
	(c) Write individual educational programmes for each student each day	(c) Able to operate duplicators, tape recorders, record players, xerox and other hardware
	(d) Keep daily records of each child's progress and anecdotal records and maintain individual student files	
C) Student Assessment: evaluation & Diagnosis	(a) Administer formal, informal, standardized, diagnostic tests to determine student weaknesses and strenths for programming	(a) Knowledge of appropriate testing materials, accessibility and ability to use
	(b) Administer a wide variety of achievement test to determine the students' functional level	(b) Able to select, administer and interpret testing instrument and able to communicate effectively the results to parents and teacher
	(c) Screening and identification of children with learning disabilities for Resource Room placement	
	(d) Scoring tests and interpreting test results	
	(e) Evaluating students on an ongoing basis to monitor their progress while attending Resource Room	
D) Consultation & Liaison	(a) Consultation with classroom teachers assisting them with placement, material selection pacing and diagnosis of students	(a) Able to communicate with parents / teachers / administrators; listening, reasoning and speaking skills
	(d) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending Resource Room; and keeping close liaision of student progress in the classroom	(b) Be co-operative, flexible, tactful and patient when making suggestions to parents and teachers: interpersonal skills

	(c)	Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support
	(d)	Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom
	(e)	Consultation on regular basis with school administration to determine student placement, discuss student progress and specific difficulties encountered in the implementation of the Resource Room programme
E) Attendance at Meetings	(a)	Meeting with parents at parent/teacher interviews to discuss test results, student programme, and progress
	(b)	Meeting with parents to discuss ways in which they may provide help at home
	c)	Student Conferences with homeroom teachers to discuss test results, student programmes and progress
F) Professional Development	(a)	Attend conferences and conventions related to the field of learning disabilities to gain new insights
	(b)	Conduct professional development activities at school level

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive principal/vice principal (school administration)

(ii) Supportive, co-operative colleagues (teachers)

(iii) Supportive Superintendent and Assistant Superintendent of Schools; Supervisors of

Instruction and Co-ordinators of Special Education (Central Office Administration)

(iv) Understanding, receptive, co-operative and supportive parents

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Discipline problems

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers

(ii) Adequate physical facilities:

Private, adequate sized, bright, comfortable, well-lit, well-ventilated and well-located room

(iii) Adequate, and plenty of instructional materials and supplies

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities:

Small room that makes variation difficult, small windows; poorly lit, poorly heated, poorly constructed crude basement; lack of wall space / storage; and isolated from the rest of the school

PERSONAL QUALITIES

(i) Patience:

- in working with students / aides / colleagues (tolerance)
- with constant repetition and drill (persistence)

(ii) Understanding and sensitivity of children's special needs, individual differences and ability to cope with each child individually

(iii) Love and enjoy working with primary and elementary school children

(iv) Ability to relate / communicate with parents, students, and colleagues

(v) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming teaching (should have physical energies)

(vi) Flexible and adaptable in approaching students' emotional and academic problems

Appendix E

Role Perceived: Other Comments Volunteered & Presented Verbatim

ROLE PERCEIVED

Resource room teachers

- Resource rooms can work well. The main factor influencing success is the relationships of the people involved. We need to work enthusiastically together as a team, and I think that we do.

- Time tabling is often very difficult because of the scheduling in regular classes. Often all grades are taught reading at the same time. One cannot take the children then, or they miss the regular programme. Very few children in our resource room programme can cope with a regular programme if they get some additional help as well.

- Functions and roles of Special Education (EMH/TMH) and resource rooms (remedial classes) should be more clearly defined and distinguishable. Physically handicapped, EMH, TMR, learning disabled students should have different, clearer curriculums.

- We can have the best of intentions - and set the most ideal criteria - for the selection of teachers, including Special Education/resource room etc., but we cannot guarantee that many of today's teachers will be any better (i.e., have any more drive or commitment) than the society from which they are drawn. Many excellent "Special Station" teachers are struggling to overcome the results of poor prior teaching.

- I think it would be helpful to resource room teachers to have principals who were fully aware of the importance of reading in the primary grades.

- I feel that the stress in the language/reading programme should be on the children from grades one, two and three. If caught early enough, the learning disabled child has a better chance for success. Classroom teachers of those grades should be made more aware of resource room programmes, but should also be cautioned against making them a "dumping ground". There should also be mandatory teacher training about learning disabled children for all teachers. Each September THE PRINCIPAL should explain the programme, its students, their needs, the necessary support required from staff, etc. Mandatory in-service quarterly of all resource room teachers should be required to keep us all updated to better methods and materials.

- My resource room has not only become a place for helping students but it is also a place for assisting staff. The close relationship that has developed among staff and students and the positive attitudes that are taken are most helpful. The biggest problem arises when teachers want help for an individual student, but do not become flexible enough to allow students to give up class time for remedial work. The students then feel punished because they go to the resource room for instruction and must do the work that was done in the classroom as homework. These cases are minimal and are basically in Grades five and six.

- Need more support from parents of these kids, i.e., holding educational type seminars.

- This was hard to do! But interesting to see it in writing for a change - it certainly makes one think.

- Because I am only a half-time resource room teacher, I find I have to turn away students who do not have serious problems but could use assistance. This is not an ideal situation because these students could become farther behind.

- Two factors that helped determine the role of our resource room:
  (1) The consensus of opinion among classroom teachers that Reading and Writing

skills are basic to success in all subjects. In a school of almost 300 with one resource room teacher, we would emphasize the Language Arts skills.

(2) We try to have all children who attend the resource room attend in Language Arts periods only. No child misses lessons in Math, Social Studies, Science, Art, Music or Physical Education to attend the resource room.

- As you can see, there is practically no provincial role definition. A resource room teacher can do almost anything and everything. As with a good regular classroom teacher, the more informatin, skills, methods one knows, the more effective he or she can be. Some resource room teachers use an old basal reading programme, and can point to success. However, just the individual attention is bound to produce self-confidence and improved scores. I guess I fell overwhelmed by your questionnaire because so much can be said about each area you've asked about.

- I wish the Department of Education would specify the role of the resource room teacher.

- A policy should be introduced as to how the children should be chosen to go to the resource room: Who decides? Duration? Number of students at each session? Total number of instruction hours? Total number of preparation time, conferences with parents, students, etc.? Specify the role of the teacher?

- Periodical in-service training at workshops.

- Does the evaluation of the resource room teacher have to be considered to decide promotion?

- Is it necessary for resource room teachers to attend staff meetings (the general area of concern is mainly about classroom concerns.)

- A person could write a book on the skills necessary for teaching in a resource room. I feel these skills are necessary no matter what grade you teach. The resource room teacher's role is hindered by insufficient funding and insufficient preparation time. I see twenty-nine children in a day, and find that one hour a week is not enough time for planning, and I have to put in many extra hours at home.

- I am impressed with the purpose of this questionnaire but extremely unimpressed with the format.

- I am an itinerant Special Education teacher, co-ordinating remedial programmes that are carried out primarily by non-professional aides.

- A resource room programme is an essential and intricate part of every school's staffing formula.

- Resource room help for the gifted should also be considered and encouraged.

- A definite guide to the role of resource room teacher is needed. While I feel I am doing a good job and helping students learn, I feel that my work is not appreciated by the rest of the staff.

- In rural areas, so called "resource teachers" don't fit into neat categories. I deal with any "special" student. I am the work-study co-ordinator for a programme with four students in it; I teach a regular journalism option; and I sponsor the yearbook in addition to being the resource room teacher. It is important that the resource room teacher does teach some regular class, so that the whole programme is seen as an integral part of the school. In addition, both I and the elementary resource room teacher are released 1 / 10 of the time to do testing and consulting. All of the foregoing suggests, among other things, that funding of programmes in rural areas should be on other than a per-pupil basis.

- As resource room teacher and classroom teacher work together for the optimum progress of the learning disabled students, I believe a rapport is most important. I work 50% of the time in the home classroom of the students, and 50% in the resource room where he comes as a client. Also, those who are not learning disabled are included in trips out to the resource room from time to time. The stigma attached to many resource rooms (both student and teacher) has been eliminated. I think that when a resource room teacher can be most effective is in a consultative role.

- Regular classroom teachers need in-service training on the meaning of resource room - its purpose, and their (teachers') relationship with resource room teachers.

- As a resource room teacher I find that my role changes from year to year - as different children with varying problems are referred each year. Some years I may be required to work with children who are quite upset emotionally, or who have missed a lot of school because of illness. Another year, I may have only short-term students who are lacking only in specific skill areas.

- If it hadn't been for Dr. Clement King's practical course on how to organize resource rooms, the idea of individualizing programmes would not have been attempted. Practical courses are important. Continued attendance at seminars or learning disabilities conferences is very important. Being in a small town with only one other Special Education person in our division, we miss on weekly planning and programme exchange of ideas.

- I feel that too often a "regular" teacher is placed in the resource room with little "specialized" training and even less support from administration, both at Principal and Superitendency levels.

- Resource room teachers need to keep abreast of current research and trends. Attendance at workshops and conferences are a must. Also, we should upgrade qualfications frequently.

- Programme has overcome other negative aspects throughout the year.

- Resource room teachers should also have opportunities for taking training to better equip them for working with gifted children and should be regarded as teachers of gifted children. Their horizons should extend beyond just working with average or high average. They should be given a grant of money to be able to buy without having to use their salary for school materials and equipment.

- More information is needed in the way of listings and companies in the U.S. and Canada who supply remedial and corrective reading supplies and aides. More materials are needed for the junior high and senior high schools regarding learning disabilities. The establishment of consistent materials lists, methods of instruction and materials for related instruction as required. A no-nonsense approach with the building of good self-concept and self-confidence in the student can be achieved through success in learning to read at the junior high level, not gimmicks and games.

- I feel that teachers interested in teaching learning disabled children should spend one or two years in the regular classroom. I came from University to this job, with no knowledge of a regular Grades one and two curriculum, and therefore I have often found myself confused as to the direction I should be leading my class.

- I am expected to fulfill to many functions without having the authority to insist on a course of action (which will have been deemed necessary after consultation with colleagues).

- Resource room students in junior high are young people who have become discouraged by repetitive criticism and failure. In my opinion, the resource room teachers' work is two-fold:
  (1) to build up their self-worth; then,

(2) to teach the reading, language or math skills they lack.
The resource room teacher has the added responsibility of learning more about "learning disabilities," and how to deal with them. In-services meetings with other resource teachers, access to current literature, all help.

- I work between two elementary schools on a half-time basis - and therefore only a quarter time at each school. There exists a fairly bad attitude among teachers towards my position, and so I have found I have had to do public relations also.

- The functions, etc., of a resource room teacher are many. I have listed just some of the major activities.

- This questionnaire is much needed. At times I have felt I needed my role clarified. Being unsure of what is expected can lead to job insecurity. I would appreciate (and I'm sure other respondents would too) hearing the results. Good Luck!

- I feel one of the most damaging things psychologically about the role I have in the school is other people's lack of knowledge about it. Often this results in misconceptions and lack of communication which in turn results in frustration on both sides. Often I feel that I am either totally non-existent or exist in a void others are reluctant to enter. When they do enter, it is more often than not for their benefit and not mutually benefiting.

- The resource room should not be blown out of proportion and made to be seen as the panacea for all kids having difficulty either learning or communicating with their peers. It should be an integral part of every school, and the resource room teacher should be, in my personal opinion, properly trained in both psychology and special education as well as regular education.

- I see myself as a resource person for the students and teachers, a helper and co-worker, not an "expert." Seminars such as those sponsored by E.C.A. have been helpful.

- I find I work with children who are working almost to capacity, but below their enrolled grade level, while students working at their enrolled grade level but below their individual capacity are ignored. Perhaps some of these pupils are incorrectly placed.

Appendix F

Role Performed Profile

ROLE PERFORMED BY RESOURCE ROOM TEACHERS
(N = 36)

ROLE NAME: Resource Room Teacher

CONTACT PERSON		RELATIONSHIP	PURPOSE OF CONTACT	
(i)	Superintendent of Schools	Superior	(a)	Supervisory and evaluative functions: e.g. Approval of programme from Alberta Education.
(ii)	Reading / Language Arts Consultant	Colleague	(a)	Testing for formal diagnosis of student weaknesses and strengths
			(b)	Resource Person for assistance in resource identification and other teaching strategies.
			(c)	Person for assistance in resouce identification and other teaching strategies.
(iii)	Director / Supervisor of Guidance / Pupil Personnel	Colleague	(a)	Psychological assessment for placement.
			(b)	Supervision and administration.
(iv)	Psychologist	Colleague	(a)	Psychological and diagnostic testing for student abilities and weaknesses.
(v)	School Secretary Colleague	Colleague	(a)	Clerical assistance: e.g. Typing work lists, psychological reports, etc.
(vi)	Guidance Counsellor	Colleague	(a)	Consultation regarding students.
			(b)	Testing to pinpoint student's problem areas (diagnosis).
			(c)	Evaluation of student progress.
(vii)	Principal	Superior	(a)	Approval of student referrals, selection and placement
			(b)	Supervision and administration
(viii)	Regular class-room teach	Colleague	(a)	Student related Activities: (i) Referrals, identification and placement of students in Resource Room. (ii) Follow-up / discussion of student progress in the Resource Room and integration into the regular classroom (iii) Scheduling
			(b)	Programming: (i) For assistance in planning and implementation of programmes for students in the Resource Room and in the regular classroom.

(ix)	Parents	Subordinate	(a) Help in supervision of homework (in carrying out some aspect of student programme at home). (b) To assist in classroom in volunteer in supervision of students; working with individual students.
(x)	Speech Therapist	Colleague	(a) Speach referrals (Articulation etc.) (b) To set up remidial speech programmes to be used by school.
(xi)	Health Unit Personnel (Nurse)	Colleague	(a) Physical screening during diagnosis for placement. (b) Vision (screening) testing (c) Auditory (screening) testing.
(xii)	Other Resource Room Teachers	Colleagues	(a) Professional information exchange re materials, remedial strategies, placement and general operation of Resource Room. (b) For encouragement and moral support and to discuss areas of common concern: e.g. programmes, assessments etc.

RESPONSIBILITIES	FREQUENCY
A) Instructional:	
(i) Remedial Language Arts & Reading	Daily
(ii) Remedial Mathematics	Daily
B) Clerical	Daily
C) Student Assessment: Evaluation & Diagnosis	Regularly
D) Consultation & Liaison	Regularly
E) Attendance at Meetings	Regularly
F) Programme Design & Development	Regularly
G) Counselling - personal	Daily
H) Supervision and Extra Curricular: Substitute teaching, concerts, track & field, supervision of students in playgrounds.	Regularly

RESPONSIBILITIES	FUNCTIONS	SKILLS
A) Instructional: (i) Remedial Language Arts & Reading	(a) Teaching basic reading and language arts skills individually and / or to small groups: Phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language etc.	(a) Knowledge of new reading series used in school
	(b) Perceptual skills	(b) Ability to instruct children using varied teaching methods: ability to adapt methods to various styles of learning
	(c) Designing programmes to meet specific needs of the child: an individual educational programme for each student for each day	(c) Knowledge of instructional materials available commercially and in school and ability to use them
	(d) Selection and preparation of appropriate instructional materials	(d) Ability to prepare and select materials appropriate for specific needs of the child
	(e) Grouping children for instruction	(e) Knowledge of reading / language arts diagnostic testing instruments: and ability to group children according to their strengths and weaknesses
	(f) Monitor progress of students in the Resource Room	(f) Knowledge of reading process: perception of difficulties which problem readers have and knowledge of methods for strengthening perceptual skills
	(g) Schedule students for reading and language arts instruction	(g) Knowledge of child psychology, behaviour management, and skills in relating to children with low self-esteem
		(h) Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plan

(h) Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plan

				(i)	Management skills: ability to organize and manage children when instructing individually and in small groups; and able to adjust programme to the rate and style of individual child
				(j)	Be familiar with regular classroom curriculum and routines
				(k)	Experience of having taught at various grade and age levels; experience of having taught in a regular classroom
(ii)	Remedial Mathematics	(a)	Develop an individual educational plan for each student each day	(a)	Ability to teach using varied teaching techniques.
		(b)	Teach basic mathematical concepts and operations; basic facts, numeration, computation, etc	(b)	Knowledge of subject matter at each grade level - mathematics curriculum
		(c)	Provide instruction to develop student competencies in problem solving	(c)	Be knowledgeable and able to gather and use appropriate instructional materials: especially games and other manipulative materials
		(d)	Gather and design materials for implementation of student programme	(d)	Able to design individual educational programme for each child
				(e)	Understand learning principles and concepts
				(f)	Ability to group children for instruction
				(g)	Ability to motivate students to learn
B)	Clerical	(a)	Prepare assessment and progress reports.	(a)	Able to operate duplicators, tape recorders, record players, xerox and other hardware.
		(b)	Prepare instructional materials: Duplicating worksheets, word cards, exercises and making charts and games		
		(c)	Write individual educational programmes for each student each day		
		(d)	Order instructional materials		

	(e) Keep daily records of each child's progress and anecdotal records and maintain individual student files	
	(f) Mark student work	
C) Student Assessment: Evaluation & Diagnosis	(a) Adminsiter formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming	(a) Knowledge of appropriate testing materials, accessibility and ability to use it effectively
	(b) Administer a wide variety of acheivement tests to determine the students' functional level	(b) Able to select, administer and interpret testing instrument and able to communicate effectively the results to parents and teachers
	(c) Screening and identification of children with learning disabilities for Resource Room placement	
	(d) Scoring Tests and interpreting test results	
	(e) Making referrals to appropriate personnel / department when a more involved psychoeducational diagnostic and / or vision and/or hearing and follow up service is required	
	(f) Evaluating students on an on-going basis to monitor their progress while attending Resource Room	
	(g) Have appropriate tests availabe and / or prepare testing materials	
D) Consultation & Liaison	(a) Consultation with class-room teachers assisting them with placement, material selection, pacing and diagnosis of students	(a) Able to communicate with parents / teachers / administrators: listening, reasoning, and speaking skills

	(b) Provide consultative/informational services to classroom teachers, administrators and parents in the area of learning disabilitities	(b) Knowledge of instructional materials, and ability to locate them
	(c) Discuss on continuous basis with homeroom teachers test results, programming and progress of students attending Resource Room; and keeping close liaison of student progress in the classroom	(c) Be co-operative, flexible, tactful, and patient when making suggestions to parents and teachers: interpersonal skills
	(d) Assist teachers in setting up programmes to facilitate the integration of learning disabled students in the regular classroom	
	(e) Maintain a close liaison with parents and discuss student's test results, programming and progress and generally provide moral support	
E) Attendance at Meetings	(a) Student conferences with homeroom teachers to discuss test results, student programmes and progress	(a) Personal and public relation skills: interpersonal skills
	(b) Meeting with parents at parent/teacher interviews to discuss test results, student programme, and progress	(b) Communication skills
	(c) Meet with teachers to set guidelines for Resource Room operation and discuss the role of the Resource Room teacher	(c) Ability to make presentations to public and/or groups
F) Programme Design and Development	(a) Develop an appropriate programme for the learning disabled student for use in regular classroom and Resource Room	(a) Knowledge of programmes available and ability to select appropriate materials for specific skills to meet specific demands

	(b) Formulate objectives, group students, and devise time table for those attending Resource Room	(b) Ability to set objectives to meet the individual needs of the child
	(c) Gather and select appropriate material resources for the instruction of the learning disabled students	(c) Knowledge of children's interests
G) Counselling-Personal	(a) Help students become more socially adjusted	(a) Sensitivity to emotional and intellectual needs of the counsellee and acceptance of individual differences
	(b) Counsel students to assist in the development of personal growth, self concept, self confidence - affective domain	(b) Sympathetic, patient, understanding and a good listener
		(c) Sincere interest in children
		(d) Knowledge of child growth and human psychology
		(e) Positive, success-oriented attitude
H) Supervision & Extra Curricular: Substitute teaching, concerts track & field, supervision of students in playground	(a) Recess, noon hour and bus supervision	(a) Organizational skills
	(b) Assist with special school activities - concerts, track & field	

PSYCHOLOGICAL FACTORS THAT HELP

(i) Supportive principal / vice principal (school administration)

(ii) Supportive, co-operative colleagues (teachers).

(iii) Understanding, receiptive, co-operative and supportive parents.

PSYCHOLOGICAL FACTORS THAT HINDER

(i) Discipline problems.

(ii) Overwork.

(iii) Poor student attitudes towards learning - students resist improving their skills because of complacency.

PHYSICAL FACTORS THAT HELP

(i) Parent aides / trained aides / cross-age helpers.

(ii) Adequate physical facilities:

Private, adequate sized, bright, comfortable, well-lit well-ventilated and well-located room.

(iii) Adequate, and plenty of instructional materials and supplies.

(iv) Adequate equipment: overhead projectors, tape reocrders, audio-visual aids, language master etc.

PHYSICAL FACTORS THAT HINDER

(i) Inadequate physical facilities:

Small room that makes variation difficult; small windows; poorly-lit, poorly heated, poorly constructed crude basement; lack of wall space / storage; and isolated fromthe rest of the school.

(ii) Having students from more than one grade and / or ability ranges at any one given time.

PERSONAL QUALITIES

(i) Innovative and versatile; able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods.

(ii) Patience:

- in working with students / aids / colleagues (tolerance)
- with constant repetition and drill (persistence)

(iii) Empathetic towards children's disabilities.

(iv) Understanding and sensitivity of children's special needs, individual differences, and ability to cope with each child individually.

(v) Firm but kind manner, warm and caring personality, cheerful, happy, and mature.

(vi) Love and enjoy working with primary and elementary school children.

(vii) Ability to relate / communicate with parents, students and colleagues.

(viii) Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming teaching (should have physical energies).

(ix) Flexible and adaptable in approaching student's emotional and academic problems.

(x) Good sense of humour.

(xi) Optimism: sees success as a long term goal and be able to give lots of praise and support to even minimum achievement; must have a positive outlook.

(xii) Organizational and analytical skills, and ability to make learning a positive experience.

(xiii) Approachable: a good listener and able to accept direction from others.

(xiv) Honest, consistent, fair, and sincere.

Appendix G

Role Performed: Other Comments Volunteered & Presented Verbatim

ROLE ACTUALLY PERFORMED

- I have been in a self-contained Special Education class and disliked it immensely. I love the resource room.
- This position is much more strenuous, more prone to mental fatigue, more pressure from parents and administration. The expectations to perform successfully and explain the why's and wherefores of what you are doing. Much more time must be spent on materials, individualized programmes, etc. Much more diagnostic training is required. Research must be kept up, programme design and implementation, both individual and classroom (e.g., classroom teachers want to know what works).
- I felt unprepared to teach EMR, but it was good preparation for the resource room situation. This position is very enjoyable becuase results are tangible; in EMR results are slower, because goal setting is difficult.
- They can find the rules here, but what happens in a regular classroom? How do you wean them off?
- The kids really like the warmth provided by the resource room teacher. It is surprising how hard Grade sevens and eights will work for a segment.
- I am at the school until 5:00 p.m. every day.
- As long as you can "eip" (i.e. sewing) out and smile about it, you're all right.
- Resource rooms are wonderful, but regular teachers are relying on us too much.
- I have to insist that the teachers send them to the resource room on time.
- Almost everything I do in reading in the resource room is on an individual basis.
- I mark everything every day.
- I use people from the community for the "Life Skills" class - the culmination of the class will be to produce a quilt for Alberta's 75th Anniversary.
- These children are real discipline problems - worse in their own classroom.

Appendix H

Differences in Role Expected, Role Perceived & Role Performed

DIFFERENCES IN "ROLE EXPECTED," "ROLE PERCEIVED AND "ROLE PERFORMED"

ROLE VARIABLES			Role Expected	Role Perceived	Role Performed
I.	ROLE NAMES				
	(ii)	Resource room teacher	X 43	X 66	X 81
	(ii)	Learning Disabilities / Teacher Specialist	X 33		
II.	(1)	CONTACT PERSON			
	(i)	Psychologist	X 33	X 30	X 40
	(ii)	Principals	X 65	X 80	X 40
	(iii)	Regular classroom (Homeroom Teachers)	X 79	X 80	X 100
	(iv)	Parents	X 31		X 40
	(v)	Superintendent of Schools			X 34
	(vi)	Reading / Language Arts Consultant			X 50
	(vii)	Director / Supervisor of Guidance or Pupil Personnel			X 39
	(viii)	School Secretary			X 30
	(ix)	Guidance Counsellor			X 45
	(x)	Speech Therapist			X 35
	(xi)	Health Unit Personnel (Nurse)			X 32
	(xii)	Other Resource Room teachers			X 39
	(2)	RELATIONSHIPS			
	(i)	Psychologist......Colleague	X 56	X 64	X 70
	(ii)	Principals......Superior	X 82	X 94	X 100
	(iii)	Regular classroom (homeroom) teacher......Colleague	X 100	X 99	X 100
	(iv)	Parents......Subordinates	X 38		
		......Colleagues			X 50
	(v)	Superintendent of Schools ..Superior			X 50
	(vi)	Reading / Language Arts Consultant......Colleague			X 30
II	(2)	RELATIONSHIPS			

(vii)	Directors / Supervisor Guidance / Pupil Personnel..Colleague			X 35
(viii)	School Secretary......Colleague			X 30
(ix)	Guidance Counsellor......Colleague			X 32
(x)	Speech Therapist......Colleague			X 30
(xi)	Health Unit Personnel.....Colleague			X 30
(xii)	Other Resource Room teachers Colleagues			X 30
(3)	PURPOSE OF CONTACT			
(i)	Psychologist			
(a)	Assistance in programme planning	X 32		X 55
(b)	Psychological and diagnostic testing for student abilities and weaknesses	X 42	X 61	X 42
(c)	Referral of students for testing			
	(ii) Principals	X 30		
(a)	Supervision and administration	X 33		X 30
(b)	Approval of student referrals, selection and placement	X 30	X 34	X 50
(c)	Approval of programme		X 30	
(d)	Guidance, advice, encouragement, support, and day-to-day problem solving		X 30	
	(iii) Regular Classroom (Homeroom) teachers			
(a)	Referrals, identification and placement of students in Resource Room	X 30	X 30	X 50
(b)	Follow-up / discussion of student progress in Resource Room and integration into regular classroom	X 33	53	X 50
(c)	Scheduling	X 33	X 53	X 58
(d)	Assistance in planning and implementation of programmes for students in Resource Room and in the regular classroom	X 48	X 47	X 57
(e)	Discussion of remedial programme of those placed in Resource Room	X 35	X 30	
II (3)	PURPOSE OF CONTACT			
	(iii) Regular Classroom (Homeroom) teachers			

(f)	Discuss problems and weaknesses of the children to attempt improvements once the child is in the regular classroom (programme development)	X 30	
	(iv) Parents		
(a)	Discuss student programme and progress	X 62	
(b)	Help in supervision of homework (in carrying out some aspect of student programme at home	X 33	X 33
(c)	To assist in classroom as volunteers in supervision of students, working with individual students		X 39
	(v) Superintendent of Schools		
(a)	Supervisory and evaluative functions, e.g. Approval of programme from Alberta Education		X 39
(a)	Testing for formal diagnosis of student weaknesses and strengths		X 30
(b)	Resource person for assistance in resource identification and other teaching strategies		X 30
	(vii) Director / supervisor of Guidance or Pupil Personnel		
(a)	Psychological assessment for placement		X 30
(b)	Supervision and administration		X 30
	(viii) School Secretary		
(a)	Clerical Assistance, e.g. typing word list, psychological reports, etc.		X 42
	(ix) Guidance Counsellor		
(a)	Consultation regarding students		X 30
(b)	Testing to pinpoint students' problem areas (diagnosis)		X 33
(c)	Evaluation of student progress		X 30
	(x) Speech Therapist		
(a)	Speech referrals (articulation etc.)		X 33
(b)	To set remedial speech programmes to be used by school		X 30
II (3)	PURPOSE OF CONTACT		
	(xi) Health Unit Personnel (Nurse)		
(a)	Physical screening during diagnosis for		

		placement			X 33
	(b)	Vision (screening) testing			X 36
	(c)	Auditory (screening) testing			X 30
		(xii) Other Resource room teachers			
	(a)	Professional information exchange re materials, remedial strategies, placement and general operation of Resource Room			X 33
	(b)	For encouragement and moral support ant to discuss areas of common concern, e.g. programmes, assessment etc.			X 30
III	(1)	RESPONSIBILITIES			
	(i)	Remedial Language Arts/Reading	X 92	X 92	X 92
	(ii)	Remedial Mathematics	X 47	X 59	X 64
	(iii)	Clerical	X 64	X 80	X 81
	(iv)	Student assessment: Evaluation/Diagnosis	X 72	X 76	X 100
	(v)	Consultation/Liaison	X 72	X 71	X 97
	(vi)	Attendance at Meetings	X 56	X 76	X 56
	(vii)	Counselling - Personal	X 30		X 42
	(vii)	Professional Development	X 32		
	(ix)	Programme Design/Development			X 67
	(x)	Supervision/Extra Curricular Activities			X 67
	(2)	FUNCTIONS			
	(i)	Remedial Language Arts/Reading			
	(a)	Teaching basic reading and language arts skills individually and/or to small groups: phonics,sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral and written language, etc.	X 100	X 100	X 97
III	(2)	FUNCTIONS			
	(i)	Remedial Language Arts/Reading			
	(b)	Designing programmes to meet specific needs of the child: an individual educational programme for each student for each day	X 51		X 73
	(c)	Perceptual Skills		X 71	X 52
	(d)	Readiness skills: Listening, auditory and visual			

	skills etc.		X 36	
(e)	Selection and preparation of appropriate instruction materials		X 30	X 56
(f)	Grouping children for instruction		X 33	X 56
(g)	Monitor progress in children in Resource Room			X 33
(h)	Schedule students for reading and language arts instruction			X 33
	(ii) Remedial Methamatics			
(a)	Develop an individual educational plan for each student each day	X 35	X 39	X 43
(b)	Teach basic mathematical concepts and operations; basic facts re numeration, computation etc.	X 85	X 90	X 74
(c)	Provide instructions to develop student competencies in problem solving			X 35
(d)	Gather and design materials for implementation of student programme			X 30
	(iii) Clerical			
(a)	Prepare assessment and progress reports	X 31	X 43	X 38
(b)	Prepare instructional materials: Duplicating worksheets, word cards, exercises and making charts and games	X 77	X 80	X 73
(c)	Write individual educational plans for each student each day	X 73	X 79	X 41
(d)	Keep daily records of each child's progress and anecdotal records and maintain individual student files	X 69	X 67	X 55
(e)	Order instructional materials			X 45
(f)	Mark student work			X 30
III (2)	FUNCTIONS			
(iv)	Student assessment: Evaluation/Diagnosis			
(a)	Administer formal, informal, standardized, diagnostic tests to determine student weaknesses and strengths for programming	X 77	X 68	X 86
(b)	Administer a wide variety of achievement tests to determine the student's functional level	X 72	X 65	X 83
(c)	Screening and identification of children with learning disabilities for Resource Room			

	placement	X 46	X 31	X 33
(d)	Scoring tests and interpreting test results	X 30	X 44	X 39
(e)	Evaluating students on an ongoing basis to monitor their progress while attending Resource Room	X 42	X 30	X 30
(f)	Making referrals to appropriate personnel / department when a move involved; psychoeducational diagnostic and / or vision and / or hearing and follow-up services and required			X 31
(g)	Have appropriate tests available and / or prepare testing materials			X 30
	(v) Consultation / Liaison			
(a)	Consultation with classroom teachers assisting them with placement, material selection, pacing and diagnosis of students	X 43	X 51	X 46
(b)	Discuss on continuous basis with homeroom teacher test results, programming and progress of students attending Resource Room; and keeping close liaison of student progress in the classroom	X 73	X 70	X 81
(c)	Assist teachers in setting programmes to facilitate the integration of learning disabled students in the regular classroom	X 38	X 30	X 30
(d)	Maintain a close liaison with parents and discuss student test results, programming and progress and generally provide moral support	X 76	X 54	X 30
III (2)	FUNCTIONS			
	(v) Consultation / Liaison			
(e)	Consultation on regular basis with school administration to determine student placement, discuss student progress, and specific difficulties encountered in the implementation of the Resource Room programme		X 30	
(f)	Provide consultative / informational services to classroom teachers, administrators and parents in the area of learning disabilities			X 30
	(vi) Attendance at Meetings			
(a)	Meetings with parents at parent / teacher interviews to discuss test results, student programmes and progress	X 73	X 74	X 33
(b)	Student conferneces with homeroom teachers to discuss test results, student			

		programmes, and progress	X 53	X 57	X 38
	(c)	Meeting with parents to discuss ways in which they may provide help at home		X 30	
	(d)	Meet with teachers to set guidelines for Resource Room operation and discuss role of Resource Room teacher	X 30		X 33
	(e)	Attend staff and ATA meetings and disseminate information that may be of benefit to the rest of the staff	X 30		
		(vii) Counselling - Personal			
	(a)	Help students improve attitudes, work habits, and general behavior	X 53		X 53
	(b)	Counsel students to assist in the development of personal growth, self concept, self-confidence - AFFECTIVE DOMAIN	X 54		
	(c)	Help students become more socially adjusted			X 47
		(viii) Professional Development			
	(a)	Attend conferences and conventions related to the field of learning disabilities to gain new insights	X 95	X 30	
	(b)	Conduct professional development activities at school level	X 39	X 30	
III	(2)	FUNCTIONS			
		(ix) Programme Design/Development			
	(a)	Develop appropriate programme for the learning disabled student for use in Resource Room and regular classroom			X 83
	(b)	Formulate objectives, group students, and devise timetable for those attending Resource Room			X 30
	(c)	Gather and select appropriate material resources for instruction of learning disabled students			X 38
		(x) Supervision/Extra Curricular Activities			
	(a)	Recess, noon-hour and bus supervision			X 42
	(b)	Assist with special school activities - concerts, track & field, etc.			X 54
III	(3)	SKILLS			
		(i) Remedial Language Arts/Reading			

	(a)	Ability to instruct using varied teaching methods; ability to adapt methods to various styles of learning	X 40	X 56	X 55
	(b)	Knowledge of instructional materials available commercially and in school and ability to use them	X 45	X 66	X 48
	(c)	Ability to prepare and select materials appropriate for specific needs of the child	X 30	X 30	X 64
	(d)	Knowledge of reading/language arts diagnostic testing instruments and ability to group children according to their strengths & weaknesses	X 30	X 41	X 64
	(e)	Knowledge of reading process: perception of difficulties which problem readers have and knowledge of methods for strengthening perceptual skills	X 52	X 54	X 85
	(f)	Ability to individualize programmes and ability to group children for small group instruction: Be able to develop individual educational plans	X 44	X 46	X 48
III	(3)	SKILLS			
		(i) Remedial Language Arts/Reading			
	(g)	Knowledge of new reading series used in schools			X 30
	(h)	Knowledge of child psychology, behaviour management and skills in relating to children with low self esteem			X 36
	(i)	Management skills: ability to organize and manage children when instructing individually and in small groups; and be able to adjust programme to the rate and style of individual child			X 45
	(j)	Be familiar with regular classroom curriculum and routine			X 73
	(k)	Experience of having taught at various grade and age levels; experience of having taught in a regular classroom			X 73
		(ii) Remedial Mathematics			
	(a)	Ability to teach using varied teaching techniques	X 30	X 32	X 78
	(b)	Knowledge of subject matter at each grade level - mathematics curriculum	X 44	X 32	X 91

(c)	Be knowledgeable and be able to gather and use appropriate instructional materials, especially games and other manipulative materials	X 36	X 30	X 87
(d)	Be able to design individual educational plans for each child	X 30		X 48
(e)	Ability to group children for instruction			X 30
(f)	Able to motivate students to learn			X 30
(g)	Understand learning principles and concepts			X 39
	(iii) Clerical			
(a)	Organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles	X 62	X 37	
(b)	Knowledge of new publications, instructional materials and new programmes	X 41	X 43	
(c)	Able to operate duplicators, tape recorders, Record Players, xerox & other hardware	X 30	X 60	X 30
III (3)	SKILLS			
	(iv) Student assessment: Evaluation / Diagnosis			
(a)	Knowledge of appropriate testing materials, accessibility and ability to use it effectively	X 76	X 60	X 89
(b)	Able to select, administer and interpret testing instrument and able to communicate effectively the results to parents and teachers	X 90	X 69	X 97
	(v) Consultation / Liaison			
(a)	Able to communicate with parents, teachers, administrators: listening, reassuring and speaking skills	X 54	X 30	X 43
(b)	Be co-operative, flexible, tactful and patient when making suggestions to parents and teachers interpersonal skills	X 46	X 30	X 50
(c)	Knowledge of instructional materials and ability to locate them			X 30
	(vi) Attendance at Meetings			X 30
(a)	Personal and public relations skills: interpersonal skills	X 39		X 90
(b)	Communication Skills	X 30		X 60
(c)	Ability to make presentations to public and / or groups			X 30

		(vii) Counselling - Personal			
	(a)	Sensitivity to emotional and intellectual needs of the counsellee and acceptance of individual differences	X 44		X 89
	(b)	Knowledge of child psychology and human development			X 40
	(c)	Positive, success oriented attitude			X 40
	(d)	Sympathetic, patient, understanding, and a good listener			X 33
	(e)	Sincere interest in children			X 73
		(viii) Professional Development			
	(a)	Personal and public relations skills	X 62		
III	(3)	SKILLS			
		(ix) Programme Design/Development			
	(a)	Knowledge of programmes available, and ability to select appropriate materials for specific skills to meet specific needs			X 50
	(b)	Ability to set objectives to meet the individual needs of the child			X 30
	(c)	Knowledge of children's interests			X 33
		(x) Supervision/Extra Curricular Activities			
	(a)	Organizational Skills			X 33
IV		PERSONAL QUALITIES			
	(i)	Innovative and versatile: able to teach the same skill and knowledge in many different ways; knowledge of and use of a variety of materials and equipment, techniques and methods	X 36		X 36
	(ii)	Patience in working with students, aides, colleagues (tolerence)	X 64	X 65	X 53
	(iii)	Patience with constant repetition and drill (persistence)	X 54	X 31	X 39
	(vi)	Empathetic towards children's disabilities	X 31		X 33
	(v)	Understanding and sensitivity of children's special needs, individual differences and ability to cope with each child individually	X 53	X 45	X 58
	(vi)	Firm but kind manner, warm and caring			

		personality, cheerful, happy and mature	X 61		X 44
	(vii)	Love and enjoy working and primary and elementary school children	X 59	X 53	X 53
	(viii)	Ability to relate / communicate with parents, students and colleagues	X 81	X 30	X 42
	(ix)	Training and knowledge of remediation of learning disabilities and up-to-date research findings	X 30		
	(x)	Self-confidence and positive self-concept and ability to instill same in students	X 30		
IV		PERSONAL QUALITIES			
	(xi)	Professional attitude: committed and dedicated to education of students with learning disabilities; motivated to spend extra time involved in programming, teaching (should have physical energies)	X 55	X 30	X 30
	(xii)	Flexible and adaptable in approaching student's emotional and academic problems	X 30	X 30	X 47
	(xiii)	Optimism: sees success as a long term goal and be able to give lots of praise and support to even minimum achievement; must have a positive outlook	X 30		X 36
	(xiv)	Organizational and analytical skills and ability to make learning a positive experience	X 43		X 44
	(xv)	Approachable: a good listener and able to accept direction from others	X 30		X 30
	(xvi)	Good sense of humour			X 47
	(xvii)	Honest, consistent, fair and sincere			X 30
V		PHYSICAL FACTORS			
V	(1)	PHYSICAL FACTORS THAT HELP			
	(i)	Parent aides / trained aides / cross-age helpers	X 37	X 47	X 30
	(ii)	Adequate physical facilities: Private, adequate-sized, bright, comfortable, well-lit, well-ventilated and well-located room	X 57	X 34	X 53
	(iii)	Adequate, and plenty of instructional materials and supplies	X 57	X 34	X 53
	(iv)	Adequate equipment: overhead projectors, tape-recorders, audio-visual aids; language master etc.	X 33		X 36
	(v)	Small number of children for instruction at			

		one time (manageable sized groups)	X 30		
V		PHYSCIAL FACTORS THAT HINDER			
	(i)	Inadequate physical facilities: small room that makes variation difficult; small windows; poorly lit; poorly heated; poorly constructed, crude basement; lack of wall space / storage; and isolated from the rest of the school	X 56	X 42	X 42
	(ii)	Too many students for instruction (overloading)	X 30		
	(iii)	Too many students for instruction at one time (large groups)	X 30		
	(iv)	Lack of instructional materials, supplies and audio-visual equipment	X 50		
	(v)	Having students from more than one grade and / or ability ranges at any one given time			X 30
VI		PSYCHOLOGICAL FACTORS			
VI	(1)	PSYCHOLOGICAL FACTORS THAT HELP			
	(i)	Supportive principal, vice-principal (school administration)	X 37	X 66	X 50
	(ii)	Supportive, co-operative colleagues (teachers)	X 70	X 49	X 61
	(iii)	Understanding, receptive, co-operative and supportive parents	X 43	X 33	X 50
	(iv)	Acceptance of Resource Room, its value, and functions by the teachers in school	X 30		
	(v)	Supportive Superintendent and Assistant Superintendent of Schools; Supervisors of Instruction and co-ordinators of Special Education (Central Office Administration)		X 30	
	(2)	PSYCHOLOGICAL FACTORS THAT HINDER			
	(i)	Discipline problems	X 30	X 30	X 30
	(ii)	Attitude that this is a "dumb" room - negative attitudes of parents, students and teachers towards Resource Room	X 32		
VI	(2)	PSYCHOLOGICAL FACTORS THAT HINDER			
	(iii)	Confusion about the role of Resource Room in the minds of school staff	X 30		
	(iv)	Parental indifference (poor attitude) and lack of support		X 30	

(v)	Overwork	X 30
(vi)	Poor student attitude towards learning - students resist improving their skills because of complacency	X 30

Appendix J

Instruments Completed for Role Expected, Role Perceived and Role Most Accepted Profiels

ROLE ACCEPTABLE - RESULTS BY ITEMS, AVERAGES ($\bar{x}$'s)

ITEMS: ROLE ACCEPTABLE		Average Responses *					Degree of Acceptance**		
		$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
I.	A position may allow for latitude in the ROLE NAME used. If I had a choice, I would like my position to have the title of:								
1.	Special Education Teacher	3.23	3.25	3.32	2.83	3.56		•	
2.	Resource Room Teacher.	4.05	3.97	4.08	3.97	4.18			•
3.	Learning Disabilities Teacher/Specialist	2.74	3.00	2.71	2.45	2.82		•	
4.	Learning Assistance Centre Teacher	3.42	3.78	2.53	3.68	3.71		•	
5.	Remedial Reading Teacher/Specialist	3.00	3.17	3.23	2.87	2.76		•	
6.	Diagnostic and Remedial Resource Teacher	2.93	2.87	3.14	2.92	2.81		•	
7.	Teacher Consultant	2.71	2.50	3.04	2.73	2.57		•	
II.	In performing my duties as a teacher, I come into contact with various personnel. I value my educational contacts with the:								
8.	Principal/Vice Principal	4.37	4.38	4.39	4.35	4.36			•
9.	Regular classroom teachers	4.69	4.70	4.69	4.69	4.68			•
10.	Parents	4.39	4.40	4.53	4.35	4.31			•
11.	Psychologist	4.19	4.26	4.23	3.92	4.35			•
12.	Teacher/Student Aides	3.65	3.47	3.85	3.50	3.80			•
13.	Guidance Counsellor	3.83	3.66	3.59	3.97	4.12			•
14.	Health Nurse	3.94	3.80	4.26	3.59	4.12			•
15.	Speech Therapist	3.97	3.85	4.07	3.95	4.02			•
16.	Other Resource Room Teachers	4.57	4.58	4.53	4.59	4.60			•

ITEMS: ROLE ACCEPTABLE		Average Responses *					Degree of Acceptance**		
		x	COU	DIV	CIT	DIS	A	B	C
17.	Superintendent/Assistant Superintendent	3.51	3.51	3.67	3.19	3.68			•
18.	Special Education Co-ordinator	4.01	4.06	4.07	3.76	4.17			•
19.	Curriculum Supervisor and other Consultants	3.53	3.56	3.54	3.45	3.57			•
20.	Reading Specialist	4.14	4.12	4.30	4.17	4.00			•
21.	Director of Pupil Personnel	3.51	3.57	3.69	3.29	3.50			•
III.	My relationships with the individuals specified in questions 8-21 could be that of being a colleague, being a superior, being a subordinate. In this regard, I would prefer to be:								
22.	A colleague to everyone	4.25	4.17	4.12	4.39	4.34			•
23.	A subordinate to my Principal and Vice-Principal	3.12	3.53	3.14	2.95	2.87		•	
24.	A superior to parents	2.32	2.67	2.25	2.33	2.05	•		
25.	A subordinate to Psychologist	2.61	2.93	2.54	2.28	2.70		•	
26.	A superior to Teacher/Student Aides	3.05	3.56	3.23	3.28	3.15		•	
27.	A subordinate to Superintendent and Assistant Superintendent	3.36	3.48	3.35	3.26	3.35		•	
28.	A subordinate to Special Education Co-ordinator	3.19	2.95	3.01	3.76	3.07		•	
29.	A subordinate to Curriculum Supervisors and other consultants	2.73	2.71	2.83	2.76	2.64		•	
30.	A subordinate to Director of Pupil Personnel	2.56	2.52	2.61	2.76	2.38		•	
31.	A subordinate to Reading Specialist	2.70	2.69	2.80	2.57	2.76		•	

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
IV. My relationship to individuals mentioned in questions 8-31 is for a specific purpose. I appreciate my contacts with								
32. The Principal and the Vice Principal for:								
(i) approval of student referrals, selection and placement	4.10	3.65	4.16	4.28	4.31			•
(ii) approval of programme	3.82	3.77	3.94	3.97	4.02			•
(iii) programming and programme planning	3.20	3.10	3.24	3.14	3.32		•	
(iv) supervision/administration	3.60	3.81	3.90	3.57	3.78			•
(v) guidance, advice, encouragement day to day problem solving	4.13	4.18	4.25	4.00	4.12			•
33. The Regular Classroom Teachers for:								
(i) Student Related Activities								
a) referrals, identification and placement of students in Resource Room	4.41	4.79	3.98	4.61	4.29			•
b) follow-up and discussion of students progress in Resource Room	4.57	4.63	4.76	4.61	4.31			•
c) providing screening and diagnostic services for those not placed in Resource Room	3.90	3.83	3.96	4.00	3.82			•
d) Evaluating student progress	4.20	4.20	4.35	4.12	4.14			•
(ii) Programming								
e) for assistance in planning and implementation of programmes for students in Resource Room and in regular classroom	4.04	3.90	4.23	4.07	3.97			•
f) discussion of remedial programme of those placed in Resource Room	4.36	4.36	4.51	4.47	4.12			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
g) discuss problems and weaknesses of the child on which to attempt improvement once the child is in regular classroom	4.56	4.46	4.74	4.61	4.46			•
h) providing materials and in-service for teachers (consultative services)	3.80	3.59	3.86	4.04	3.74			•
34. The parents for:								
(i) discuss student programme and progress.	4.59	4.46	4.85	4.57	4.51			•
(ii) help in supervision of home programme - carry out some aspect of programme at home	4.19	3.96	4.38	4.26	4.19			•
35. The Psychologist for:								
(i) psychological testing for student abilities	4.50	4.40	4.71	4.35	4.56			•
(ii) assistance in programme planning for those identified as learning disabled	4.06	3.92	4.26	3.97	4.09			•
(iii) act as a resource person and provide in service	4.08	3.88	4.44	3.88	4.12			•
36. The Teacher/Student aides for:								
(i) clerical duties	4.31	4.25	4.34	4.39	4.27			•
(ii) material preparation	4.20	4.14	4.16	4.26	4.25			•
(iii) supervision of children under teacher guidance	3.96	3.74	4.03	3.87	4.22			•
(iv) assistance in non-instructional duties and behaviour management of students	3.69	3.51	3.75	3.43	4.10			•
37. The Guidance Counsellor for:								
(i) Consultation regarding students especially those requiring behaviour management programme	4.30	4.36	4.35	4.20	4.32			•
(ii) testing to pinpoint student's problem areas (help in diagnosis of students)	3.94	4.00	3.89	4.20	3.67			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x̄.	COU	DIV	CIT	DIS	A	B	C
(iii) assistance in setting individual student programmes	3.67	3.93	3.64	3.55	3.56			•
38. The Health Nurse for:								
(i) Physical screening during diagnosis for placement	4.30	4.30	4.50	4.00	4.41			•
(ii) home visits	4.16	4.06	4.25	4.16	4.17			•
(iii) vision screening	4.47	4.50	4.60	4.30	4.51			•
(iv) auditory screening	4.45	4.54	4.58	4.23	4.46			•
39. The Speech Therapist for:								
(i) corrective speech therapy	4.60	4.50	4.76	4.57	4.58			•
40. Other Resource Room Teachers for:								
(i) professional information exchange, re: materials, remedial strategies, placement, operation of Resource Room, etc.	4.72	4.62	4.75	4.69	4.82			•
(ii) for encouragement and moral support and to discuss areas of common concerns	4.63	4.48	4.92	4.69	4.63			•
41. The Superintendent and the Assistant Superintendent of Schools for:								
(i) Supervisory and evaluative functions, e.g. Department of Education approval for the programme.	4.02	4.26	4.13	3.68	4.17			•
(ii) assistance in professional development	3.91	3.96	4.18	3.65	3.87			•
(iii) Approval of programme, guide-lines for operation - approval, and number of students, placement criteria, etc.	3.91	4.02	4.03	3.63	3.97			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
42. The Co-ordinator of Special Education for:								
(i) student referrals and testing	4.10	4.22	4.11	3.70	4.38			•
(ii) consultation and general guidance	3.88	4.22	4.34	3.90	3.07			•
(iii) provide in-service	4.26	4.22	4.43	4.12	4.28			•
43. The Curriculum Supervisor and other Consultants for:								
(i) Psychological assessment of students	3.42	3.43	3.46	3.32	3.47		•	
(ii) referrals of students for testing	3.34	3.19	3.62	3.22	3.34		•	
(iii) consultation: student behaviour, materials and any other day to day concerns	3.56	3.50	3.76	3.50	3.51			•
(iv) advice and assistance in programme planning	3.77	3.72	3.76	3.97	3.65			•
44. The Reading Specialist for:								
(i) formal testing for diagnosis of student weaknesses and strengths	4.28	4.29	4.39	4.21	4.26			•
(ii) suggestions and assistance in programming	4.37	4.20	4.57	4.36	4.36			•
45. The Director of Pupil Personnel for:								
(i) psychological assessment of students for placement	3.61	3.60	3.85	3.29	3.72			•
(ii) guidance and providing remedial materials and other information for programme implementation	3.71	3.67	4.08	3.31	3.81			•
(iii) supervision and general administration of the programme	3.52	3.50	3.72	3.43	3.44			•

	ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
		x	COU	DIV	CIT	DIS	A	B	C
V.	As a teacher of children with learning disabilities, I perform certain tasks in order to fulfill my RESPONSIBILITIES. These RESPONSIBILITIES are general assignments which compose a role: They are categories that subsume specific functions. As a teacher, I would prefer to carry out my responsibilities for:								
	46. Remedial Language Arts and Reading Instruction	4.82	4.86	4.81	4.82	4.82			●
	47. Instruction in Remedial Mathematics	4.20	4.36	4.40	3.97	4.07			●
	48. Clerical work	2.28	2.40	2.47	2.09	2.10	●		
	49. Student Assessment - Evaluation and diagnosis	4.47	4.50	4.52	4.46	4.43			●
	50. Consultation and Liaison with teachers, parents and other personnel	4.54	4.50	4.67	4.41	4.58			●
	51. Attending various kinds of meetings	3.71	3.66	3.80	3.60	3.78			●
	52. Programme Design and Development	4.40	4.20	4.69	4.31	4.43			●
	53. Counselling	3.13	3.52	2.72	3.73	3.56		●	
	54. Supervision and Extra Curricular activities	2.57	2.82	2.92	2.14	2.41		●	
	55. Professional Development	4.17	3.90	4.37	4.29	4.14			●
	56. Resource Consultant	4.07	4.02	4.10	4.26	3.92			●
	57. Miscellaneous (work study co-ordination, pre-vocational instruction, remediation of speech problems, instructing in subjects other than language Arts, Reading and Mathematics, etc.	3.09	3.42	3.24	2.80	2.92		●	

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
VI. In order to fulfill adequately my RESPONSIBILITIES as a teacher of children with learning disabilities, I have to perform certain FUNCTIONS. These FUNCTIONS include methods of instruction. I need to perform the following activities in order to fulfill my READING AND LANGUAGE ARTS INSTRUCTION RESPONSIBILITIES:								
58.(i) teach basic reading and Language Arts skills individually and/or in small groups - phonics, sight vocabulary, syllabication, blending, dictionary skills, comprehension, writing oral/written language, etc.	4.88	4.96	4.84	4.78	4.94			•
(ii) perceptual skills	4.49	4.46	4.37	4.42	4.71			•
(iii) design programme to meet specific needs of each child - an individual educational programme for each day	4.66	4.74	4.59	4.54	4.79			•
(iv) group children for instruction	4.41	4.44	4.52	4.26	4.44			•
(v) selection and prepation of appropriate instructional materials.	4.78	4.76	4.88	4.71	4.79			•
59. I need to perform the following activities in order to fulfill my MATHEMATICS INSTRUCTION RESPONSIBILITIES:								
(i) teach basic mathematical concepts and operations - basic facts, numeration, computation, etc.	4.22	2.82	4.83	4.52	4.73			•
(ii) develop an individual educational plan for each student each day	4.36	4.38	4.50	4.11	4.47			•
(iii) provide instruction to develop student competencies in problem solving	4.54	4.54	4.75	4.40	4.50			•
(iv) gather and design materials for implementation of student programme	4.48	4.48	4.69	4.30	4.47			•
(v) group children for instruction	4.33	4.20	4.32	4.09	4.72			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x	COU	DIV	CIT	DIS	A	B	C
60. I need to perform the following-activities in order fulfill my CLERICAL RESPONSIBILITIES:								
(i) prepare instructional materials-duplicate worksheets, word cards, exercises, and make charts and games, etc.	3.78	4.02	3.92	3.45	3.74			•
(ii) write individual educational programmes for each student each day	4.04	4.12	4.20	3.88	3.97			•
(iii) keep daily records of each child's progress and anecdotal records and maintain individual student files	4.04	4.48	4.55	4.07	3.08			•
(iv) prepare assessment and progress reports	4.44	4.70	4.79	4.45	3.85			•
(v) mark student work	4.05	4.68	4.60	3.61	3.33			•
61. I need to perform the following activities in order to fulfill my STUDENT ASSESSMENT - EVALUATION AND AND DIAGNOSTIC RESPONSIBILITIES:								
(i) administer formal, informal standardized diagnostic tests to determine student weaknesses and strengths for programming	4.78	4.66	4.87	4.80	4.81			•
(ii) administer a wide variety of achievement tests to determine the student's functional level	4.20	4.38	4.40	3.76	4.29			•
(iii) screen and identify children with learning disabilities for Resource Room placement	4.33	4.16	4.56	4.28	4.34			•
(iv) score tests and interpret results	4.53	4.38	4.75	4.57	4.44			•
(v) student evaluation on an ongoing basis to monitor progress while attending Resource Room.	4.80	4.78	4.86	4.78	4.80			•
(vi) make referrals to appropriate personnel/department when a more involved psycho-educational diagnostic and/or vision and/or auditory assessment is required	4.72	4.60	4.74	4.76	4.81			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x	COU	DIV	CIT	DIS	A	B	C
62. I need to perform the following activities in order to fulfill my CONSULTATION AND LIAISON RESPONSIBILITIES:								
(i) consultation with classroom teachers assisting them with placement, material selection, pacing and diagnose students	4.57	4.64	4.50	4.69	4.46			•
(ii) discuss with homeroom teachers on an on-going basis test results, programming and progress of students attending Resource Room and keep a close liaison of student performance in regular classroom	4.73	4.74	4.74	4.61	4.83			•
(iii) assist teachers in setting programmes to facilitate the integration of learning disabled students in regular classroom	4.46	4.46	4.37	4.45	4.59			•
(iv) maintain a close liaison with parents to discuss students test results, programming and progress and generally provide moral support	4.43	4.42	4.38	4.26	4.66			•
(v) provide consultative/informational services to classroom teachers, administrators and parents on the subject of learning disabilities	3.98	3.90	3.85	4.02	4.17			•
(vi) consult with outside agencies for assistance - speech therapist, clinicians, specialists, etc.	4.30	4.10	4.48	4.21	4.44			•
63. I need to perform the following activities in order to fulfill my ATTENDANCE AT MEETINGS RESPONSIBILITIES:								
(i) meet parents at parent/teacher interviews to discuss test results, student programme and progress	4.73	4.74	4.74	4.76	4.71			•
(ii) student conferences with homeroom teachers to discuss test results, student programmes and progress	4.53	4.55	4.52	4.57	4.49			•
(iii) attend staff and A.T.A. meetings and disseminate information that may benefit the rest of the staff	4.08	4.10	4.18	3.73	4.31			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x̄	COU	DIV	CIT	DIS	A	B	C
(iv) attend special education meetings with other Resource Room teachers to evaluate materials and discuss programming	4.58	4.44	4.66	4.59	4.66			•
(v) meet with staff to set guidelines for Resource Room operation and role of Resource Room teacher	4.10	4.16	4.05	4.02	4.20			•
64. I need to perform the following activities in order to fulfill my PROGRAMME DESIGN AND DEVELOPMENT RESPONSIBILITIES:								
(i) develop an appropriate programme for the learning disabled for use in regular classroom and Resource Room	4.52	4.38	4.48	4.64	4.59			•
(ii) gather and select appropriate material resources	4.76	4.79	4.87	4.61	4.80			•
(iii) formulate objectives, group students and devise timetable for those attending Resource Room	4.77	4.79	4.83	4.66	4.80			•
65. I need to perform the following activities in order to fulfill my COUNSELLING RESPONSIBILITIES:								
(i) help students improve attitudes, work habits and behaviour	4.78	4.77	4.81	4.76	4.78			•
(ii) counsel students to assist in development of personal growth, self-concept and self-confidence	4.61	4.63	4.69	4.54	4.59			•
(iii) help students become more socially adjusted	4.46	4.38	4.57	4.38	4.51			•
(iv) assist students in overcoming emotional upset	4.42	4.32	4.55	4.26	4.56			•
66. I need to perform the following activities in order to fulfill my SUPERVISION AND EXTRA-CURRICULAR RESPONSIBILITIES:								
(i) recess, noon-hour and bus supervision	3.36	3.34	3.83	2.97	3.32		•	
(ii) assist with special school activities - concerts, track and field, etc.	3.91	4.16	4.03	3.52	3.93			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
67. I need to perform the following activities in order to fulfill my PROFESSIONAL DEVELOPMENT RESPONSIBILITIES:								
(i) attend conferences and conventions related to the field to gain new insights	4.63	4.40	4.72	4.56	4.85			•
(ii) read most up-to-date research findings	4.53	4.36	4.63	4.43	4.73			•
(iii) conduct professional development activities at school level	3.82	3.60	3.92	4.12	3.66			•
68. I need to perform the following activities in order to fulfill my RESOURCE CONSULTANT'S RESPONSIBILITIES:								
(i) act in an advisory capacity to teachers and provide resources and information for implementation of regular programme	3.56	3.78	3.18	3.09	4.20			•
69. I need to perform the following activities to fulfill my MISCELLANEOUS RESPONSIBILITIES:								
(i) speech therapy	2.71	2.76	3.01	2.63	2.45		•	
(ii) instruct in regular classroom for part of the time.	2.35	2.54	2.51	2.09	2.29	•		
VII. Certain SKILLS are essential for the performance of the FUNCTIONS listed in questions 58-69. SKILLS are the technical abilities necessary for me as the teacher of children with Learning Disabilities in the performance of these functions In order to perform my RESPONSIBILITIES in READING AND LANGUAGE ARTS INSTRUCTION, I should:								
70. (i) be able to instruct children using varied teaching methods - able to adapt methods to various styles of learning	4.89	4.90	4.94	4.85	4.90			•
(ii) be able to individualize programme and group children for small group instruction - develop individual educational programmes	4.84	4.82	4.92	4.73	4.90			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x	COU	DIV	CIT	DIS	A	B	C
(iii) have knowledge of reading/language arts testing instruments - and have ability to group children according to their strengths and weaknesses	4.83	4.86	4.90	4.70	4.88			●
(iv) be able to prepare and select materials appropriate for specific needs of the child	4.86	4.86	4.92	4.80	4.88			●
(v) have knowledge of reading process, have perception of difficulties which problem readers have and knowledge of methods of strengthening perceptual skills	4.82	4.82	4.90	4.70	4.88			●
(vi) be well trained, experienced teacher who has taught in regular classroom.	4.47	4.20	4.33	4.53	4.83			●
71. In order to perform my RESPONSIBILITIES IN MATHEMATICS INSTRUCTION, I should:								
(i) be familiar with curriculum of each grade level	4.57	4.57	4.58	4.52	4.62			●
(ii) be knowledgeable and able to gather and use appropriate instructional materials, especially games and manipulative materials	4.57	4.72	4.79	4.68	4.71			●
(iii) be able to design an individual educational programme for each child	4.71	4.82	4.75	4.58	4.71			●
72. In order to perform my CLERICAL RESPONSIBILITIES, I should:								
(i) have organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles	4.52	4.60	4.61	4.43	4.45			●
(ii) have knowledge of new publications, instructional materials, new programmes	4.27	4.35	4.70	4.23	3.83			●

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
(iii) be able to operate duplicators, tape recorders, record players, xerox and other hardware	4.37	4.45	4.37	4.23	4.45			•
(iv) be familiar with curriculum and be knowledgeable of skills and objectives to be taught at each grade level	4.61	4.64	4.70	4.52	4.58			•
(v) have filing and typing skills	3.15	3.08	3.70	2.80	3.03		•	
73. In order to perform my RESPONSIBILITIES in STUDENT ASSESSMENT - EVALUATION AND DIAGNOSIS, I should:								
(i) have knowledge of appropriate testing materials, accessibility and ability to use it effectively	4.78	4.79	4.83	4.73	4.80			•
(ii) be able to select, administer and interpret testing instruments and be able to communicate effectively the results to parents and teachers	4.81	4.77	4.74	4.69	4.83			•
74. In order to perform my RESPONSIBILITIES for CONSULTATION AND LIAISON, I should:								
(i) be able to communicate effectively with everyone - have listening, speaking and reasoning skills	4.73	4.77	4.85	4.68	4.65			•
(ii) have good interpersonal skills - be co-operative, flexible, tactful and patient when making suggestions to parents and teachers	4.77	4.77	4.85	4.80	4.68			•
75. In order to perform my RESPONSIBILITIES IN PROGRAMME DESIGN AND DEVELOPMENT, I should:								
(i) have knowledge of programmes available and ability to select appropriate materials for skills to meet specific demands	4.68	4.79	4.76	4.65	4.83			•

ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
	x	COU	DIV	CIT	DIS	A	B	C
76. In order to perform my RESPONSIBILITIES IN COUNSELLING, I should:								
(i) be knowledgeable about child development and human psychology	4.32	4.55	3.66	4.45	4.63			●
(ii) be sensitive to emotional and intellectual needs of the counselee and be able to accept individual differences	4.72	4.83	4.76	4.61	4.68			●
77. In order to perform my SUPERVISION AND EXTRA CURRICULUM RESPONSIBILITIES, I should:								
(i) have skills like that of any other teacher	4.40	4.42	4.36	4.40	4.43			●
78. In order to perform my RESPONSIBILITIES in PROFESSIONAL DEVELOPMENT, I should:								
(i) have interpersonal relationship skills	4.56	4.51	4.61	4.64	4.49			●
(ii) have public speaking abilities and be able to make presentations	3.96	3.85	4.20	3.88	3.93			●
(iii) be up to date with professional reading and research	4.38	4.28	4.50	4.38	4.38			●
79. In order to perform my RESPONSIBILITIES AS RESOURCE CONSULTANT, I should:								
(i) have ability to get along with my colleagues, superiors and parents	4.83	4.85	4.89	4.69	4.90			●
80. In order to perform my MISCELLANEOUS RESPONSIBILITIES, I should:								
(i) be able to follow programme as suggested by the Speech Therapist and be versatile to handle other subject areas	4.26	4.42	4.50	3.90	4.24			●

ROLE ACCEPTABLE - RESULTS BY ITEMS, AVERAGES (x's)

	ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
		x	COU	DIV	CIT	DIS	A	B	C
VIII.	Certain PERSONAL QUALITIES are demanded of me to fulfill my role as the teacher of children with learning disabilities. Whereas teachers as a whole possess all of them to a certain degree, some difficulty may be encountered in maintaining them throughout the school day. As a teacher of children with learning disabilities, I realise that my role calls for the following PERSONAL QUALITIES:								
81.	Innovativeness and versatility - ability to teach the same skills and knowledge in many different ways; knowledge of and ability to use a variety of materials and equipment, techniques and methods	4.81	4.79	4.88	4.71	4.95			•
82.	Patience in working with students, aides, colleagues	4.85	4.83	4.94	4.73	4.93			•
83.	Patience with constant repetition and drill	4.73	4.79	4.83	4.47	4.85			•
84.	Understanding and sensitivity to children's special needs, individual differences and ability to cope with each child individually	4.92	4.95	4.98	4.80	4.98			•
85.	Firm but kind manner, warm and creative personality, cheerful, happy and mature	4.87	4.85	4.96	4.83	4.85			•
86.	Love and enjoy working with primary and elementary school children	4.71	4.69	4.87	4.57	4.71			•
87.	Ability to relate/communicate with parents, students and colleagues	4.74	4.75	4.70	4.66	4.88			•
88.	Organizational and analytical skills, and ability to make learning a positive experience	4.84	4.75	4.96	4.78	4.90			•
89.	Optimism - see success as a long range goal and be able to recognize even minimum achievement	4.83	4.73	4.92	4.71	4.98			•
90.	Self-confidence and positive self-concept and ability to instill the same in students	4.84	4.85	4.90	4.73	4.90			•

	ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
		$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
91.	Professional attitude - committed and dedicated to education of learning disabled students and motivated to spend extra time involved in preparation, etc.	4.74	4.69	4.90	4.50	4.88			•
92.	Flexibility and adaptibility in approaching students' emotional and academic problems	4.84	4.79	4.83	4.83	4.93			•
93.	Good sense of humour	4.71	4.81	4.61	4.69	4.76			•
IX.	There are certain PHYSICAL ENVIRONMENTAL FACTORS that may HELP or HINDER me in performing my role adequately. The following PHYSICAL FACTORS are necessary to make my job as a teacher of children with learning disabilities easier:								
94.	Parent aides/trained aides/cross-age helpers	3.95	3.51	4.00	4.69	3.60			•
95.	Adequate physical facilities - private, adequate sized, bright, comfortable, well-lit, well-ventilated and well located room	4.63	4.46	4.76	4.59	4.71			•
96.	Appropriate and plenty of instructional materials and supplies	4.72	4.69	4.98	4.61	4.61			•
97.	Adequate equipment - overhead projector, tape recorders, audio visual aids, etc.	4.57	4.53	4.83	4.34	4.59			•
98.	Small number of children at one time	3.98	3.89	3.94	3.77	4.33			•
	1 student at a time	3.98	3.89	3.94	3.77	4.33			•
	2-3 students at a time	4.47	4.32	4.54	4.40	4.64			•
	4-5 students at a time	3.89	4.06	3.98	3.67	3.73			•
	6-7 students at a time	1.99	2.41	1.57	2.11	1.88	•		
	over 7 students at a time	1.37	1.29	1.57	1.39	1.25	•		
99.	Availability of assistance from resource personnel - reading clinicians, psychologists, speech therapist, etc.	4.59	4.60	4.63	4.48	4.68			•

ITEMS: ROLE ACCEPTABLE		Average Responses*					Degree of Acceptance**		
		$\bar{x}$	COU	DIV	CIT	DIS	A	B	C
X.	There are certain PSYCHOLOGICAL FACTORS that may HELP or HINDER ME in performing my role adequately. The following PSYCHOLOGICAL FACTORS are necessary to make my job as a teacher of children with learning disabilities easier:								
100.	Supportive, co-operative colleagues	4.80	4.84	4.85	4.63	4.88			●
101.	Understanding, receptive, co-operative and supportive parents	4.62	4.65	4.67	4.48	4.68			●
102.	Acceptance of Resource Room, its value and functions by teachers in school	4.82	4.82	4.92	4.70	4.85			●
103.	Availability of support services from resource personnel - consultants, specialist, psychologists, speech therapist and others	4.65	4.60	4.78	4.60	4.63			●
104.	Supportive school administration	4.77	4.78	4.94	4.56	4.83			●
105.	Eager, industrious, enthusiastic, motivated and co-operative students	4.42	4.50	4.30	4.34	4.54			●
XI.	I agree that problems of PHYSICAL nature are present and they may HINDER me in performing my role as a teacher. However, any teacher is able to cope with them to a varying degree. As a teacher of children with learning disabilities, I can be accepting of the following PHYSICAL HINDRANCES to my job:								
106.	Inadequate physical facilities - small room that makes variation difficult, small windows, poorly lit, poorly heated, poorly constructed, crude basement, lack of wall/storage space, and isolated from the rest of the school	1.81	2.00	1.69	1.95	1.63	●		
107.	Poor location of room; next to the gymnasium or noisy hallways	1.77	2.10	1.36	1.92	1.71	●		

	ITEMS: ROLE ACCEPTABLE	Average Responses*					Degree of Acceptance**		
		x	COU	DIV	CIT	DIS	A	B	C
108.	Too many students for instruction (overcrowding)	1.69	1.86	1.69	1.62	1.59	•		
109.	Too many students for instruction at one time (groups too large)	1.60	1.78	1.65	1.51	1.49	•		
110.	Lack of instructional materials, supplies and audio visual equipment	2.36	2.48	2.34	2.43	2.22	•		
111.	Inadequate budgetary allocation	2.21	2.63	1.74	2.19	2.29	•		
112.	Inadequate preparation time	2.04	2.13	2.03	2.07	1.93	•		
113.	Having to share room with another teacher and/or subject area	1.90	1.79	2.05	1.76	2.03	•		
114.	Rotating between a number of different schools.	2.27	2.37	2.16	2.50	2.07	•		
115.	Having students from more than one grade and/or ability ranges at any one given time	2.82	2.91	2.50	2.92	2.95		•	
XII.	I agree that problems of PSYCHOLOGICAL nature are present and they may HINDER me in performing my role as a teacher. However, any teacher is able to cope with them to a varying degree. As a teacher of children with learning disabilities, I can be accepting of the following PSYCHOLOGICAL HINDRANCES to my job:								
116.	Discipline problems	3.36	3.32	3.58	3.16	3.41		•	
117.	Lack of motivation on part of students	3.40	3.31	3.50	3.30	3.49		•	
118.	Parental indifference (poor attitude) and lack of support	3.02	3.04	3.14	2.78	3.15		•	

ITEMS: ROLE ACCEPTABLE		Average Responses*					Degree of Acceptance**		
		x	COU	DIV	CIT	DIS	A	B	C
119.	Attitude of teachers to Resource Room concept (failure complex) independence versus dependence - teachers viewing referrals of students as admission of failure and hence refuse to make any referrals	2.18	2.42	2.14	2.24	1.95	•		
120.	Attitude that this is a "DUMB" room - negative attitude of parents, students and teachers towards Resource Room	1.82	1.87	1.76	1.95	1.73	•		
121.	Confusion about role of Resource Room teacher in the minds of school staff	2.31	2.26	2.20	2.38	2.41	•		
122.	Apathetic attitude of community towards education and Resource Room	2.36	2.14	2.45	2.54	2.34	•		
123.	Non-supportive principal and general lack of interest by school administration because of lack of knowledge of learning disabilities	1.90	1.85	1.95	2.00	1.80	•		
124.	Skepticism regarding the value of programme on part of some teachers	2.14	2.30	1.76	2.28	2.24	•		
125.	Inadequate training for dealing with certain types of learning problems	2.40	2.48	2.38	2.35	2.41	•		

* NOTE The numerals correspond to the following rating scales:

0 – No response

1 – Most Non-Acceptable

2 – Non-Acceptable Somewhat

3 – Neither Acceptable Nor Non-Acceptable

4 – Acceptable Somewhat

5 – Most Acceptable

$\bar{x}$ – Mean or Average Rating on the 5 point scale

** NOTE: The letters correspong to the following:

A – REJECTION

$\bar{x}$ $\bar{x}$

1----------2.4

B – NEUTRALITY

$\bar{x}$ $\bar{x}$

2.5---------3.4

C – ACCEPTANCE

$\bar{x}$ $\bar{x}$

3.5---------5.0

***NOTE Abbreviations refer to the following:

COU - Counties

DIV - Divisions

CIT - Cities

DIS - Districts

Appendix K

Questionnaires

ROLE ANALYSIS OF RESOURCE ROOM TEACHERS
OF CHILDREN WITH LEARNING DISABILITIES
IN ALBERTA

The "Questionnaire" for "Role Expected" of Resource Room Teachers

The Objective

The purpose of this survey is to identify the elements of the "Role Expected" by you of the Resource Room teachers. A number of persons representative of all positions in the Alberta Educational System, are being requested to respond to this questionnaire. You have been chosen because of your involvement in education. Your co-operation will be greatly appreciated.

This questionnaire is part of a larger study of the "Analysis of the Role of the Resource Room teachers of children with Learning Disabilities in Alberta," partly funded by the Government of Alberta and supported by Alberta Government, Alberta Teachers' Association, Alberta School Trustees Association and the Alberta Association for Children with Learning Disabilities.

Instructions

Please answer each question from the perspective of your present position. Be as specific as possible.

In filling out the questionnaire, perhaps it would help to think in terms of what you expect of a Resource Room teacher over an average week, particularly in regard to questions 3, 4 and 5. Then add on other responsibilities, functions and skills that you think are desirable at particular times during the school year. For example, giving a reading quiz may be a weekly occurrence, but screening referrals may occur mainly in fall.

To help you to fill this questionnaire, examples are given throughout of some of the responses that might be given by a respondent.

Section One

1. What is the name of the role or names of the roles that you expect this person to perform? (e.g., Learning Disabilities Specialist)

(a)______________________________

(b)______________________________

(c)______________________________

2. (a) What are the role names of other people with whom they work?
   (b) What is the nature of the relationship?
   (c) What are the purposes of their contact with the Resource Room teacher?

(These columns are provided for your convenience)

(a) Names of roles of other people	(b) Nature of the Relationship; superior, colleague or subordinate	(c) Purpose of contact
e.g., principal	superior	approval of lesson plans

The next three questions are related. They concern the responsibilities and functions of the Resource Room teacher and the skill required for carrying them out. Responsibilities are general assignments which compose a role; they are categories which subsume specific functions. Functions are the activities enacted to fulfill a specific responsibility; they include methods of instruction. Skills are the technical abilities necessary for the performance of functions.

3. What should be the responsibilities (major assignments) of the Resource Room teacher and the general frequency of performance?

Responsibility	**Frequency**	
	regularly	**occasionally**
e.g., clerical	**X daily**	
e.g., reading instruction	**X daily**	
e.g., attendance at meetings	**X**	

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

(g) ______________________________

(h) ______________________________

(i) ______________________________

(j) ______________________________

(k) ______________________________

(l) ______________________________

(m) ______________________________

(n) ______________________________

4. What are the functions (specific activities) this person should perform to fulfill each responsibility mentioned above?

Responsibility	Functions
e.g., clerical	prepare materials write lesson plans
e.g., reading instruction	teach phonic skills teach sight vocabulary teach comprehension

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

(g) ______________________________

(h) ______________________________

(i) ______________________________

(j) ______________________________

(k) ______________________________

(l) ______________________________

(m) ______________________________

(n) ______________________________

5. What skills do you expect this person to have to perform these functions?

Functions	Skills
e.g., prepare materials	knowledge of new publications operation of duplicators design of worksheets
e.g., group children	scheduling reading tests
e.g., teaching comprehension	use of experience charts

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

(g) ______________________________

(h) ______________________________

(i) ______________________________

(j) ______________________________

(k) ______________________________

(l) ______________________________

(m) ______________________________

(n) ______________________________

6. What personal qualities do you expect this person to have to perform his/her role? (e.g., enjoy primary grade children)

(a) ____________________

(b) ____________________

(c) ____________________

(d) ____________________

(e) ____________________

(f) ____________________

(g) ____________________

(h) ____________________

(i) ____________________

(j) ____________________

(k) ____________________

(l) ____________________

(m) ____________________

(n) ____________________

7. What environmental factors (physical and psychological) help and hinder the Resource Room teacher's role performance?

	Help	Hinder
Physical	e.g., parent aides	e.g., small room
	e.g., supportive principal	e.g., discipline problems
Psychological		

7. What environmental factors (physical and psychological) help and hinder the Resource Room teacher's role performance?

	Help	Hinder
Physical	e.g., parent aides	e.g., small room
	e.g., supportive principal	e.g., discipline problems
Psychological		

Section Two

Personal Information About Respondents

Instructions: Please check one.

1. What is your present position in Education?

(a) School Superintendent ☐
(b) Deputy, Associate, or Assistant Superintendent ☐
(c) Supervisor of Instruction ☐
(d) Supervisor of Special Education ☐
(e) Co-ordinator of Special Education ☐
(f) Staff Member of Regional Office ☐
(g) Principal ☐
(h) Vice Principal ☐
(i) Regular Classroom Teacher ☐
(j) Personnel from Alberta Education Special Education Branch ☐
(k) University Personnel Training Special Education Teachers ☐
(l) Other (please specify) ☐

2. How long have you occupied your present position?

(a) Less than 1 year ☐
(b) 1 to 5 years ☐
(c) 5 to 10 years ☐
(d) 10 to 15 years ☐
(e) More than 15 years ☐

8. What type of school jurisdiction are you associated with?

(a) County .... ☐
(b) Division .... ☐
(c) District (rural) .... ☐
(d) District (city) .... ☐
(e) Other (specify) .... ☐

9. How many teachers does your jurisdiction employ?

(a) Fewer than 50 teachers .... ☐
(b) 51 to 200 teachers .... ☐
(c) 201 to 400 teachers .... ☐
(d) 401 to 600 teachers .... ☐
(e) 601 to 1000 teachers .... ☐
(f) 1001 or more teachers .... ☐

10. How many years of professional (university) preparation have you had?

(a) Less than 5 years .... ☐
Over 5 years .... ☐

11. What certificates do you hold? Please list

(a) ____

(b) ____

(c) ____

YOUR ASSISTANCE IN COMPLETING THIS QUESTIONNAIRE IS GREATLY APPRECIATED

3. How old are you?

(a) Under 20 years ☐
(b) 21 to 25 years ☐
(c) 26 to 30 years ☐
(d) 31 to 35 years ☐
(e) 36 to 40 years ☐
(f) 41 to 45 years ☐
(g) 46 to 50 years ☐
(h) 51 to 55 years ☐
(i) 56 to 60 years ☐
(j) Over 60 years ☐

4. Sex

(a) Male ☐
(b) Female ☐

5. Type of School

(a) Elementary ☐
(b) Elementary and Junior High ☐
(c) Elementary, Junior and Senior High ☐
(d) Other (specify) ☐

6. How large is your school?

(a) Under 100 students ☐
(b) 101 to 200 students ☐
(c) 201 to 300 students ☐
(d) 301 to 400 students ☐
(e) 401 to 500 students ☐
(f) Over 500 students ☐

7. How many years have you co-ordinated special education services?

(a) Under 1 year ☐
(b) 1 to 5 years ☐
(c) 6 to 10 years ☐
(d) Over 10 years ☐

ROLE ANALYSIS OF RESOURCE ROOM TEACHERS
OF CHILDREN WITH LEARNING DISABILITIES
IN ALBERTA

The "Questionnaire" for "Role Perceived" by Resource Room Teachers

The Objective

The purpose of this survey is to produce a profile of the role of the Resource Room teachers as you perceive it. You have been chosen as a respondent because of your present position as a Resource Room teacher teaching children with learning disabilities. Your co-operation will be greatly appreciated.

This questionnaire is a part of a larger study of the "Analysis of the Role of the Resource Room teachers of children with Learning Disabilities in Alberta," partly funded by the Government of Alberta and supported by Alberta Education, Alberta Teachers' Association, Alberta School Trustees Association and the Alberta Association for children with Learning disabilities.

Instructions

Please answer these questions from your position as a Resource Room teacher. Be as specific as possible.

In filling out the questionnaire, perhaps it would help to think in terms of what you do over an average week, particularly in regard to questions 3, 4 and 5. Then add on other responsiblities, functions and skill that might be involved at particular times during the school year. For example, giving a reading quiz may be a weekly occurrence, but screening referrals may occur mainly in the fall.

To help you to fill this questionnaire, examples are given throughout of some of the responses that might be given by a grade two teacher to describe her role.

Section One

1. What is the name of the role you perform? (e.g., Grade Two teacher).

(a) ____

2. (a) What are the names of the role that other people have with whom you work in your role as a Resource Room teacher?

(b) What is the nature of the relationship?

(c) What is the purpose of your contact with them?

[These columns are provided for your convenience]

(a) Names of roles of other people	(b) Nature of the Relationships: superior, colleague or subordinate	(c) Purpose of Contact
e.g., principal	superior	Approval of lesson plans

The next three questions are related. They concern your responsibilities, functions and skills. **Responsibilities** are general assignments which compose a role; they are categories which subsume specific functions. **Functions** are the activities enacted to fulfill a specific responsibility; they include methods of instruction. **Skills** are the technical abilities necessary for the performance of functions.

3. What are the responsibilities (general assignments) of your role and the general frequency of performance?

Responsibility	**Frequency**	
	regularly	**occasionally**
e.g., clerical	X daily	
e.g., reading instruction	X daily	
e.g., attendance at meetings	X	

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

(g) ______________________________

(h) ______________________________

(i) ______________________________

(j) ______________________________

(k) ______________________________

(l) ______________________________

(m) ______________________________

(n) ______________________________

4. What functions (specific activities) are performed to fulfill each of the responsibilities mentioned above? Includes methods and materials.

Responsibility	**Functions**
e.g., clerical	prepare materials write lesson plans
e.g., reading instruction	teach phonic skills teach sight vocabulary teach comprehension

(a) ______________________________

(b) ______________________________

(c) ______________________________

(d) ______________________________

(e) ______________________________

(f) ______________________________

(g) ______________________________

(h) ______________________________

(i) ______________________________

(j) ______________________________

(k) ______________________________

(l) ______________________________

(m) ______________________________

(n) ______________________________

5. What skills are necessary to perform the functions of your role?

Functions	**Skills**
e.g., prepare materials	knowledge of new publications operation of duplicators design of worksheets
e.g., group children	scheduling reading tests
e.g., teaching comprehension	use of experience charts

6. What personal qualities are necessary to fulfill your role? (e.g., enjoy primary grade children)

7. What environmental factors (physical and psychological) help and hinder your role performance?

	Help	Hinder
Physical	e.g., parent aides	e.g., small room
Psychological	e.g., supportive principal	e.g., discipline problems

OTHER COMMENTS

The seven categories of "role" are exactly the same as those used in a questionnaire by James McLoughlin in his doctoral dissertation in 1973. Minor changes in the layout have been made.

Section Two

Personal Information about Resource Room Teachers

Instructions: PLEASE CHECK ONE ANSWER FOR EACH OF THE QUESTIONS.

1. What is the Special Education category name of the student population you instruct in the classroom?

(a) Learning disabled .... ☐
(b) Educable Mentally Retarded .... ☐
(c) Learning disabled/educable mentally retarded .... ☐
(d) Other (specify) .... ☐

2. How long have you occupied your present position?

(a) Less than 1 year .... ☐
(b) 1 to 5 years .... ☐
(c) 5 to 10 years .... ☐
(d) 10 to 15 years .... ☐
(e) More than 15 years .... ☐

3. How old are you?

(a) Under 20 years .... ☐
(b) 21 to 25 years .... ☐
(c) 26 to 30 years .... ☐
(d) 31 to 35 years .... ☐
(e) 36 to 40 years .... ☐
(f) 41 to 45 years .... ☐
(g) 46 to 50 years .... ☐
(h) 51 to 55 years .... ☐
(i) 56 to 60 years .... ☐
(j) Over 60 years .... ☐

4. Sex

(a) Male .... ☐
(b) Female .... ☐

5. Type of School

(a) Elementary .... ☐
(b) Elementary and Junior High .... ☐
(c) Elementary, Junior and Senior High .... ☐
(d) Other (specify) .... ☐

6. How large is your school?

(a) Under 100 students .... ☐
(b) 101 to 200 students .... ☐
(c) 201 to 300 students .... ☐
(d) 301 to 400 students .... ☐
(e) 401 to 500 students .... ☐
(f) Over 500 students .... ☐

7. Most of your students are:

(a) Primary level .... ☐
(b) Elementary level .... ☐
(c) Primary/Elementary level .... ☐
(d) Junior High School level .... ☐
(e) Primary/Elementary/Junior High School level .... ☐
(f) Secondary School level .... ☐
(g Other (specify) .... ☐

8. What type of school jurisdiction are you associated with?

(a) County .... ☐
(b) Division .... ☐
(c) District (rural) .... ☐
(d) District (city) .... ☐
(e) Other (specify) .... ☐

9. How long have you been a Resource Room teacher in this Disability area?

(a) Under 1 year .... ☐
(b) 1 to 5 years .... ☐
(c) 6 to 10 years .... ☐
(d) Over 10 years .... ☐

10. What teaching post did you hold before this one?

(a) Regular classroom teacher .... ☐
(b) Teacher of educable mentally retarded .... ☐
(c) University student .... ☐
(d) Other (specify) .... ☐

11. What degrees do you hold?

(a) B. Ed. .... ☐
(b) B. Ed. M. Ed. .... ☐
(c) B. Ed. M.Ed. PhD. .... ☐
(d) B.A./B. Sc. plus professional degree .... ☐
(e) B.A./B. Ed. .... ☐
(f) Other (specify) .... ☐

12. What was your major area of study in the university? Please specify.

(a) ______________________________

13. How many years of professional (university) preparation have you had?

(a) Less than 4 years .... ☐
(b) More than 4 years .... ☐

14. How adequate was your professional preparation for your assignment in the Resource Room?

(a) Excellent .... ☐
(b) Reasonably adequate .... ☐
(c) Of very little use .... ☐

15. What certificates do you hold? Please list.

(a) ______________________________

(b) ______________________________

(c) ______________________________

16. Please specify years of teaching experience in years and by specialization.

	Specialization	No. of Years
(a)		
(b)		
(c)		
(d)		

17. If you ever have been a teacher in a self-contained Special Education class, how would you compare that role to your present position as a Resource Room teacher? Please answer in a sentence.

____

____

____

18. What is the average length of your class session?

(a) Less than 15 minutes .... ☐
(b) 15 to 30 minutes .... ☐
(c) 30 to 40 minutes .... ☐
(d) Over 40 minutes .... ☐

19. How many times on the average do the children come to you for instruction during any given week?

(a) Once .... ☐
(b) Twice .... ☐
(c) Three times .... ☐
(d) Four times .... ☐
(e) Five times .... ☐
(f) More than 5 times .... ☐

20. What is the average number of students you have in the Resource Room at any given time?

(a) 1 .... ☐
(b) 2 to 3 .... ☐
(c) 4 to 5 .... ☐
(d) 6 to 7 .... ☐
(e) Over 7 .... ☐

21. What is the total number of different students you instruct each week?

(a) Less than 10 .... ☐
(b) 11 to 15 .... ☐
(c) 16 to 20 .... ☐
(d) 21 to 25 .... ☐
(e) Over 25 .... ☐

YOUR ASSISTANCE IN COMPLETING THIS
QUESTIONNAIRE IS GREATLY APPRECIATED

ROLE ANALYSIS OF RESOURCE ROOM TEACHERS OF CHILDREN WITH LEARNING DISABILITIES IN ALBERTA

Opinionnaire

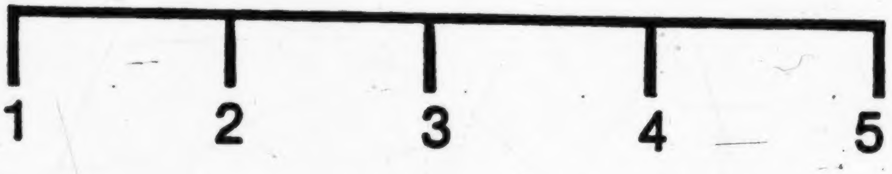
ROLE ANALYSIS OF RESOURCE ROOM TEACHERS OF CHILDREN WITH LEARNING DISABILITIES IN ALBERTA

THE OPINIONNAIRE FOR "ROLE ACCEPTED" BY RESOURCE ROOM TEACHERS

The Objective:

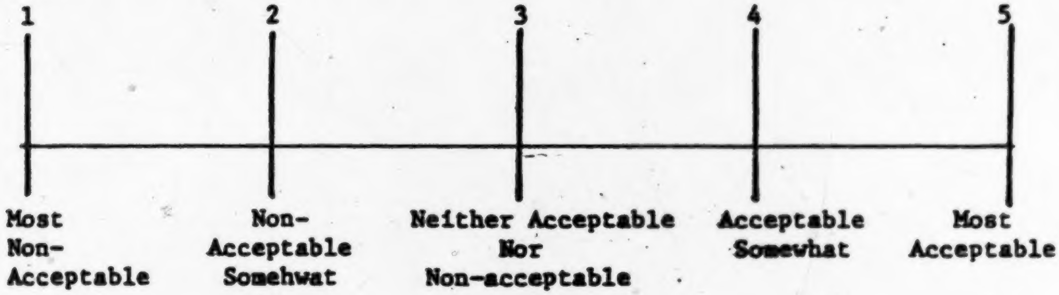
This opinionnaire is a part of a larger study of the role of the Resource Room teachers of children with learning disabilities in the province of Alberta. All Resource Room teachers in Alberta are being requested to respond to this opinionnaire. You are one of them. Your co-operation will be greatly appreciated.

The objective of this instrument is to gather information concerning how well you like different aspects of your role described herein. You are requested to express on a scale of 1 to 5 as shown below in the instructions how much you accept or like the aspects that are or might be involved in the role of a teacher in your position to provide most efficient instructional services to children categorized as learning disabled.



INSTRUCTIONS:

1. Read each statement and sentence completion carefully. Then, for each of the possible sentence completions, indicate by circling the number the degree to which you accept the sentence completion about your role. For your convenience, a following series of graduation is provided.


1
2
3
4
5
Most Non-Acceptable
Non-Acceptable Somehwat
Neither Acceptable Nor Non-acceptable
Acceptable Somewhat
Most Acceptable

2. You are urged to respond to all items. In instances where you feel that a particular item is not directly pertinent to your present role, please imagine that such a statement could possibly reflect your role in the future and/or in another educational jurisdiction.

3. Treat each item separately, independent of each other.

4. Your personal views are very important to this study and since there are no right or wrong answers, which implies that your view is the right one for you, please respond as frankly as possible.

I. A position may allow for latitutde in the ROLE NAME used. If I had a choice, I would like my position to have the title of:

Most Non-Acceptable	Non-Acceptable Somewhat	Neither Acceptable Nor Non-Acceptable	Acceptable Somewhat	Most Acceptable
1	2	3	4	5

1.	Special Education Teacher	1 2 3 4 5
2.	Resource Room Teacher	1 2 3 4 5
3.	Learning Disabilities Teacher/Specialist	1 2 3 4 5
4.	Learning Assistance Centre Teacher	1 2 3 4 5
5.	Remedial Reading Teacher/Specialist	1 2 3 4 5
6.	Diagnostic and Remedial Resource Teacher	1 2 3 4 5
7.	Teacher Consultant	1 2 3 4 5

II. In performing my duties as a teacher, I come into contact with various personnel. I value my educational contacts with the:

8.	Principal/Vice-Principal	1 2 3 4 5
9.	Regular classroom teachers	1 2 3 4 5
10.	Parents	1 2 3 4 5
11.	Psychologist	1 2 3 4 5
12.	Teacher/Student Aides	1 2 3 4 5
13.	Guidance Counsellor	1 2 3 4 5
14.	Health Nurse	1 2 3 4 5
15.	Speech Therapist	1 2 3 4 5
16.	Other Resource Room Teachers	1 2 3 4 5
17.	Superintendent/Assistant Superintendent	1 2 3 4 5
18.	Special Education Co-ordinator	1 2 3 4 5
19.	Curriculum Supervisor and other Consultants	1 2 3 4 5
20.	Reading Specialist	1 2 3 4 5
21.	Director of Pupil Personnel	1 2 3 4 5

III. My relationships with the individuals specified in questions 8 - 21 could be that of being a colleague, being a superior, being a subordinate. In this regard, I would prefer to be:

22.	A colleague to everyone	1 2 3 4 5
23.	A subordinate to my Principal and Vice-Principal	1 2 3 4 5

24. A superior to parents 1 2 3 4 5
25. A subordinate to Psychologist 1 2 3 4 5
26. A superior to Teacher/Student Aides 1 2 3 4 5
27. A subordinate to Superintendent and Assistant Superintendent 1 2 3 4 5
28. A subordinate to Special Education Co-ordinator 1 2 3 4 5
29. A subordinate to Curriculum Supervisors and other consultants 1 2 3 4 5
30. A subordinate to Director of Pupil Personnel 1 2 3 4 5
31. A subordinate to Reading Specialist 1 2 3 4 5

IV. My relationship to individuals mentioned in questions 8 - 21 is for a specific purpose. I appreciate my contacts with:

32. The Principal and the Vice Principal for:

(i) Approval of student referrals selection and placement 1 2 3 4 5
(ii) Approval of programme 1 2 3 4 5
(iii) Programming and programme planning 1 2 3 4 5
(iv) Supervision/administration 1 2 3 4 5
(v) Guidance, advice, encouragement, day to day problem solving 1 2 3 4 5

33 The Regular Classroom Teachers for:

(i) Student Related Activities

a) Referrals, identification and placement of students in Resource Room 1 2 3 4 5
b) Follow-up and discussion of student progress in Resource Room 1 2 3 4 5
c) Providing screening and diagnostic services for those not placed in Resource Room 1 2 3 4 5
d) Evaluating student progress 1 2 3 4 5

(ii) Programming

e) For assistance in planning and implementation of programmes for students in Resource Room and in regular classroom 1 2 3 4 5

(iii) f) Discussion of remedial programme of those placed in Resource Room 1 2 3 4 5

g) Discuss problems and weaknesses of the child on which to attempt improvement once the child is in regular classroom 1 2 3 4 5

h) Providing materials and inservice for teachers (consultative services) 1 2 3 4 5

34. The parents for:

(i) Discuss student programme and progress 1 2 3 4 5

(ii) Help in supervision of home programme - carry out some aspect of programme at home 1 2 3 4 5

35. The Psychologist for:

(i) Psychological testing for student abilities 1 2 3 4 5

(ii) Assistance in programme planning for those identified as learning disabled 1 2 3 4 5

(iii) Act as a resource person and provide inservice 1 2 3 4 5

36. The Teacher/student aides for:

(i) Clerical duties 1 2 3 4 5

(ii) Material preparation 1 2 3 4 5

(iii) Supervision of children, under teacher gyidance 1 2 3 4 5

(iv) Assistance in non-instructional duties and behaviour management of students 1 2 3 4 5

37. The Guidance Counsellor for:

(i) Consultation regarding students especially those requiring behaviour management programme 1 2 3 4 5

(ii) Testing to pinpoint student's problem areas (help in diagnosis of students) 1 2 3 4 5

(iii) Assistance in setting individual student programmes 1 2 3 4 5

38. The Health Nurse for:

(i) Physical screening during diagnosis for placement 1 2 3 4 5

(ii) Home visits 1 2 3 4 5

(iii) Vision screening 1 2 3 4 5

(iv) Auditory screening 1 2 3 4 5

39. The Speech Therapist for:

(i) Corrective Speech Therapy 1 2 3 4 5

40. Other Resource Room Teachers for:

(i) Professional information exchange, re: materials, remedial strategies, placement, operation of Resource Room, etc. 1 2 3 4 5

(ii) For encouragement and moral support and to discuss areas of common concerns 1 2 3 4 5

41. The Superintendent and the Assistant Superintendent of Schools for:

(i) Supervisory and evaluative functions - e.g. Department of Education approval for the programme 1 2 3 4 5

(ii) For assistance in professional development 1 2 3 4 5

(iii) Approval of programme, guidelines for operation - approval, type and number of students, placement criteria, etc. 1 2 3 4 5

42. The Co-ordinator of Special Education for:

(i) Student referrals and testing 1 2 3 4 5
(ii) Consultation and general guidance 1 2 3 4 5
(iii) Provide in-service 1 2 3 4 5

43. The Curriculum Supervisors and other Consultants for:

(i) Psychological assessment of students 1 2 3 4 5
(ii) For referrals of students for testing 1 2 3 4 5
(iii) Consultation: student behaviour, materials and any other day to day concerns 1 2 3 4 5
(iv) Advice and assistance in programme planning 1 2 3 4 5

44. The Reading Specialist for:

(i) Formal testing for diagnosis of student weaknesses and strengths 1 2 3 4 5
(ii) Suggestions and assistance in programming 1 2 3 4 5

45. The Director Pupil Personnel for:

(i) Psychological assessments of students for placement 1 2 3 4 5
(ii) Guidance and providing remedial materials and other information for programme implementation 1 2 3 4 5
(iii) Supervision and general administration of the programme 1 2 3 4 5

V. As a teacher of children with learning disabilities, I perform certain tasks in order to fulfill my RESPONSIBILITIES. These RESPONSIBILITIES are general assignments which compose a role: They are categories that subsume specific functions. As a teacher, I would prefer to carry out my responsibilities for:

46. Remedial Language Arts and Reading Instruction 1 2 3 4 5
47. Instruction in Remedial Mathematics 1 2 3 4 5
48. Clerical Work 1 2 3 4 5
49. Student Assessment - Evaluation and Diagnosis 1 2 3 4 5

50. Consultation and Liaison with teachers, parents and other personnel 1 2 3 4 5
51. Attending various kinds of meetings 1 2 3 4 5
52. Programme Design and Development 1 2 3 4 5
53. Counselling 1 2 3 4 5
54. Supervision and Extra Curricular activities 1 2 3 4 5
55. Professional Development 1 2 3 4 5
56. Resource Consultant 1 2 3 4 5
57. Miscellaneous (work study co-ordination, pre-vocational instruction, remediation of speech problems, instructing in subjects other than Language Arts, Reading and Mathematics, etc. 1 2 3 4 5

VI. In order to fulfill adequately my RESPONSIBILITIES as a teacher of children with learning disabilities, I have to perform certain FUNCTIONS. These FUNCTIONS include methods of instruction. I need to perform the following activities in order to fulfill my READING AND LANGUAGE ARTS INSTRUCTION RESPONSIBILITIES:

58. (i) Teach basis reading and Language Arts skills individually and/or in small groups - phonics, sight vocabularly, syllabication, blending, dictionary skills, comprehension, writing, spelling, oral/written language, etc. 1 2 3 4 5
(ii) Perceptual skills 1 2 3 4 5
(iii) Design programmes to meet specific needs of each child - an individual educational programme for each day 1 2 3 4 5
(iv) Group children for instruction 1 2 3 4 5
(v) Selection and preparation of appropriate instructional materials 1 2 3 4 5

59. I need to perform the following activities in order to fulfill my MATHEMATICS INSTRUCTION RESPONSIBILITIES:

(i) Teach basis mathematical concepts and operations - basic facts, numeration, computation, etc. 1 2 3 4 5
(ii) Develop an individual educational plan for each student each day 1 2 3 4 5
(iii) Provide instruction to develop student competencies in problem solving 1 2 3 4 5

(iv) Gather and design materials for implementation of student programme 1 2 3 4 5

(v) Group children for instruction 1 2 3 4 5

60. I need to perform the following activities in order to fulfill my CLERICAL RESPONSIBILITIES:

(i) Prepare instructional materials - duplicate worksheets, word cards, exercises, and make charts and games, etc. 1 2 3 4 5

(ii) Write individual educational programmes for each student each day 1 2 3 4 5

(iii) Keep daily records of each child's progress and anecdotal records and maintain individual student files 1 2 3 4 5

(iv) Prepare assessment and progress reports 1 2 3 4 5

(v) Mark student work 1 2 3 4 5

61. I need to perform the following activities in order to fulfill my STUDENT ASSESSMENT - EVALUATION AND DIAGNOSTIC RESPONSIBILITIES:

(i) Administer formal, informal standardized diagnostic tests to determine student weaknesses and strengths for programming 1 2 3 4 5

(ii) Administer a wide variety of achievement tests to determine the student's functional level 1 2 3 4 5

(iii) Screen and identify children with learning disabilities for Resource Room placement 1 2 3 4 5

(iv) Score tests and interpret results 1 2 3 4 5

(v) Student evaluation on an ongoing basis to monitor progress while attending Resource Room 1 2 3 4 5

(vi) Make referrals to appropriate personnel/department when a more involved psycho-educational diagnostic and/or vision and/or auditory assessment is required 1 2 3 4 5

62. I need to perform the following activities in order to fulfill my CONSULTATION AND LIAISON RESPONSIBILITIES:

(i) Consultation with classroom teachers assisting them with placement, material selection, pacing and diagnose students 1 2 3 [✓ 4] 5

(ii) Discuss with homeroom teachers on an on-going basis test results, programming and progress of students attending Resource Room and keep a close liaison of student performance in regular classroom 1 2 3 4 5

(iii) Assist teachers in setting programmes to facilitate the integration of learning disabled students in regular classroom 1 2 3 4 5

(iv) Maintain a close liaison with parents to discuss student test results, programming and progress and generally provide moral support 1 2 3 4 5

(v) Provide consultative/informational services to classroom teachers, administrators and parents on the subject of learning disabilities 1 2 3 4 5

(vi) Consult with outside agencies for assistance - speech therapist, clinicians, specialists, etc. 1 2 3 4 5

63. I need to perform the following activities in order to fulfill my ATTENDANCE AT MEETINGS RESPONSIBILITIES:

(i) Meet parents at parent/teacher interviews to discuss test results, student programme and progress 1 2 3 4 5

(ii) Student conferences with homeroom teachers to discuss test results, student programmes and progress 1 2 3 4 5

(iii) Attend staff and A.T.A. meetings and disseminate information that may benefit the rest of the staff 1 2 3 4 5

(iv) Attend special education meetings with other Resource Room teachers to evaluate materials and discuss programming 1 2 3 4 5

(v) Meet with staff to set guidelines for Resource Room operation and role of Resource Room teacher 1 2 3 4 5

64. I need to perform the following activities in order to fulfill my PROGRAMME DESIGN AND DEVELOPMENT RESPONSIBILITIES:

(i) Develop an appropriate programme for the learning disabled for use in regular classroom and Resource Room 1 2 3 4 5
(ii) Gather and select appropriate material resources 1 2 3 4 5
(iii) Formulate objectives, group students and devise timetable for those attending Resource Room 1 2 3 4 5

65. I need to perform the following activities in order to fulfill my COUNSELLING RESPONSIBILITIES:

(i) Help students improve attitudes, work habits and behaviour 1 2 3 4 5
(ii) Counsel students to assist in development of personal growth, self-concept and self-confidence 1 2 3 4 5
(iii) Help students become more socially adjusted 1 2 3 4 5
(iv) Assist students in overcoming emotional upset 1 2 3 4 5

66. I need to perform the following activities in order to fulfill my SUPERVISION AND EXTRA CURRICULAR RESPONSIBILITIES:

(i) Recess, noon-hour and bus supervision 1 2 3 4 5
(ii) Assist with special school activities - concerts, track and field, etc. 1 2 3 4 5

67. I need to perform the following activities in order to fulfill my PROFESSIONAL DEVELOPMENT RESPONSIBILITIES:

(i) Attend conferences and contentions related to the field to gain new insights 1 2 3 4 5

(ii) Read most up-to-date research findings 1 2 3 4 5
(iii) Conduct professional development activities at school level 1 2 3 4 5

68. I need to perform the following activities in order to fulfill my RESOURCE CONSULTANT'S RESPONSIBILITIES:

(i) Act in an advisory capacity to teachers and provide resources and information for implementation of regular programme 1 2 3 4 5

69. I need to perform the following activities to fulfill my MISCELLANEOUS RESPONSIBILITIES:

(i) Speech Therapy 1 2 3 4 5
(ii) Instruct in regular classroom for part of the time 1 2 3 4 5

VII. Certain SKILLS are essential for the performance of the FUNCTIONS listed in questions 36 - 47, SKILLS are the technical abilities necessary for me as the teacher of children with Learning Disabilities in the performance of these functions. In order to perform my RESPONSIBILITIES in READING AND LANGUAGE ARTS INSTRUCTION, I should:

70. (i) Be able to instruct children using varied teaching methods - able to adapt methods to various styles of learning 1 2 3 4 5
(ii) Be able to individualize programme and group children for small group instruction - develop individual educational programmes 1 2 3 4 5
* (iii) Have knowledge of reading/language arts testing instruments - and have ability to group children according to their strengths and weaknesses 1 2 3 4 5
~~(iv)~~ (v) Be able to prepare and select materials appropriate for specific needs of the child 1 2 3 4 5
~~(v)~~ (vi) Have knowledge of reading process, have perception of difficulties which problem readers have and knowledge of methods for strengthening perceptual skills 1 2 3 4 5
~~(v)~~ (vii) Be well trained, experienced teacher who has taught in regular classroom 1 2 3 4 5

71. In order to perform my RESPONSIBILITIES IN MATHEMATICS INSTRUCTION, I should:

(i) Be familiar with curriculum of each grade level 1 2 3 4 5

(ii) Be knowledgable and able to gather and use appropriate instructional materials, especially games and manipulative materials 1 2 3 4 5

(iii) Be able to design an individual educational programme for each child 1 2 3 4 5

72. In order to perform my CLERICAL RESPONSIBILITIES, I should:

(i) Have organizational skills and ability to design better summary sheets, reporting procedures, worksheets and meaningful student profiles 1 2 3 4 5

(ii) Have knowledge of new publications, instructional materials, new programmes 1 2 3 4 5

(iii) Be able to operate duplicators, tape recorders, record players, xerox and other hardware 1 2 3 4 5

(iv) Be familiar with curriculum and be knowledgable of skills and objectives to be taught at each grade level 1 2 3 4 5

(v) Have filing and typing skills 1 2 3 4 5

73. In order to perform my RESPONSIBILITIES in STUDENT ASSESSMENT - EVALUATION AND DIAGNOSIS, I should:

(i) Have knowledge of appropriate testing materials, accessibility and ability to use it effectively 1 2 3 4 5

(ii) Be able to select, administer and interpret testing instruments and be able to communicate effectively the results to parents and teachers 1 2 3 4 5

74. In order to perform my RESPONSIBILITIES for CONSULTATION AND LIAISON, I should:

(i) Be able to communicate effectively with everyone - have listening, speaking and reasoning skills 1 2 3 4 5

(ii) Have good interpersonal skills - be co-operative, flexible, tactful and patient when making suggestions to parents and teachers 1 2 3 4 5

75. In order to perform my RESPONSIBILITIES IN PROGRAMME DESIGN AND DEVELOPMENT, I should

(i) Have knowledge of programme available and ability to select appropriate materials for specific skills to meet specific demands 1 2 3 4 5

76. In order to perform my RESPONSIBILITIES IN COUNSELLING, I should:

(i) Be knowledgable about child development and human psychology 1 2 3 4 5

(ii) Be sensitive to emotional and intellectual needs of the counselee and be able to accept individual differences 1 2 3 4 5

77. In order to perform my SUPERVISION AND EXTRA CURRICULAR RESPONSIBILITIES, I should:

(i) Have skills like that of any other teacher 1 2 3 4 5

78. In order to perform my RESPONSIBILITIES in PROFESSIONAL DEVELOPMENT, I should:

(i) Have interpersonal relationship skills 1 2 3 4 5

(ii) Have public speaking abilities and be able to make presentations 1 2 3 4 5

(iii) Be up to date with professional reading and research 1 2 3 4 5

79. In order to perform my RESPONSIBILITIES AS RESOURCE CONSULTANT, I should:

(i) Have ability to get along with my colleagues, superiors and parents 1 2 3 4 5

80. In order to perform my MISCELLANEOUS RESPONSIBILITIES, I should:

(i) Be able to follow programme as suggested by the Speech Therapist and be versatile to handle other subject areas 1 2 3 4 5

VIII Certain PERSONAL QUALITIES are demanded of me to fulfill my role as the teacher of children with learning disabilities. Whereas teachers as a whole possess all of them to a certain degree, some difficulty may be encountered in maintaining them throughout the school day. As a teacher of children with learning disabilities, I realise that my role calls for the following PERSONAL QUALITIES:

81. Innovativeness and versatility - ability to teach the same skills and knowledge in many different ways; knowledge of and ability to use a variety of materials and equipment, techniques and methods 1 2 3 4 5

82. Patience in working with students, aides, colleagues 1 2 3 4 5

83. Patience with constant repetition and drill 1 2 3 4 5

84. Understanding and sensitivity to children's special needs, individual differences and ability to cope with each child individually 1 2 3 4 5

85. Firm but kind manner, warm and creative personality, cheerful, happy and mature 1 2 3 4 5

86. Love and enjoy working with primary and elementary school children 1 2 3 4 5

87. Ability to relate/communicate with parents, students and colleagues 1 2 3 4 5

88. Organizational and analytical skills, and ability to make learning a positive experience 1 2 3 4 5

89. Optimism - see success as a long range goal and be able to recognize even minimum achievement 1 2 3 4 5

90. Self-confidence and positive self-concept and ability to instill the same in students 1 2 3 4 5

91. Professional attitude - committed and dedicated to education of learning disabled students and motivated to spend extra time involved in preparation, etc. 1 2 3 4 5

92. Flexibility and adaptability in approaching students' emotional and academic problems 1 2 3 4 5

93. Good sense of humour 1 2 3 4 5

IX. There are certain PHYSICAL ENVIRONMENTAL FACTORS that may HELP or HINDER me in performing my role adequately. The following PHYSICAL FACTORS are necessary to make my job as a teacher of children with learning disabilities easier:

94. Parent aides/trained aides/cross age helpers 1 2 3 4 5

95. Adequate physical facilities - private, adequate sized, bright, comfortable, well-lit, well-ventilated and well located room 1 2 3 4 5

96. Appropriate and plenty of instructional materials and supplies 1 2 3 4 5

97. Adequate equipment - overhead projector, tape recorders, audio visual aids, etc. 1 2 3 4 5

98. Small numbers of children at one time

1 student at a time 1 2 3 4 5
2-3 students at a time 1 2 3 4 5
4-5 students at a time 1 ~~2~~ 3 4 5
6-7 students at a time 1 2 3 4 5
Over 7 students at a time 1 2 3 4 5

99. Availability of assistance from resource personnel - reading clinicians, psychologists, speech therapists, etc. 1 2 3 4 5

X. There are certain PSYCHOLOGICAL FACTORS that may HELP or HINDER ME in performing my role adequately. The following PSYCHOLOGICAL FACTORS are necessary to make my job as a teacher of children with learning disabilities easier:

100. Supportive, co-operative colleagues 1 2 3 4 5

101. Understanding, receptive, co-operative and supportive parents 1 2 3 4 5

102. Acceptance of Resource Room, its value and functions by teachers in school 1 2 3 4 5

103. Availability of support services from resource personnel - consultants, specialists, psychologists, speech therapist and others 1 2 3 4 5

104. Supportive school administration 1 2 3 4 5

105. Eager, industrious, enthusiastic, motivated and co-operative students 1 2 3 4 5

XI. I agree that problems of PHYSICAL nature are present and they may HINDER me in performing my role as a teacher. However, any teacher is able to cope with them to a varying degree. As a teacher of children with learning disabilities, I can be accepting of the following PHYSICAL HINDRANCES to my job:

106. Inadequate physical facilities - small room that makes variation difficult, small windows, poorly lit, poorly heated, poorly constructed, crude basement, lack of wall/storage space, and isolated from the rest of the school 1 2 3 4 5

107. Poor location of room; next to the gymnasium or noisy hallways 1 2 3 4 5

108. Too many students for instruction (overcrowding) 1 2 3 4 5

109. Too many students for instruction at one time (groups too large) 1 2 3 4 5

110. Lack of instructional materials, supplies and audio visual equipment 1 2 3 4 5

111. Inadequate budgetry allocation 1 2 3 4 5

112. Inadequate preparation time 1 2 3 4 5

113. Having to share room with another teacher and/or subject area 1 2 3 4 5

114. Rotating between a number of different schools 1 2 3 4 5

115. Having students from more than one grade and/or ability ranges at any one given time 1 2 3 4 5

XII. I agree that problems of PSYCHOLOGICAL nature are present and they may HINDER me in performing my role as a teacher. However, any teacher is able to cope with them to a varying degree. As a teacher of children with learning disabilities, I can be accepting of the following PSYCHOLOGICAL HINDRANCES to my job:

116. Discipline problems 1 2 3 4 5

117. Lack of motivation on part of students 1 2 3 4 5

118. Parental indifference (poor attitude) and lack of support 1 2 3 4 5

119. Attitude of teachers to Resource Room concept (failure complex) independence versus dependence - teachers viewing referrals of students as admission of failure and hence refuse to make any referrals 1 2 3 4 5

120. Attitude that this is a "DUMB" room - negative attitude of parents, students and teachers towards Resource Room 1 2 3 4 5

121. Confusion about role of Resource Room teacher in the minds of school staff 1 2 3 4 5

122. Apathetic attitude of community towards education and Resource Room 1 2 3 4 5

123. Non-supportive principal and general lack of interest by school administration because of lack of knowledge of learning disabilities 1 2 3 4 5

124. Skepticism regarding the value of programme on part of some teachers 1 2 3 4 5

125. Inadequate training for dealing with certain types of learning problems 1 2 3 4 5

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March 14, 1986

Dr. S. Lal Mattu
℅Mr. N. Hamid
154 Grand Meadow Crescent
Edmonton, Alberta T6L 2H5
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April 9, 1986

Dr. S. Lal Mattu
c/o Mr. N. Hamid
154 Grand Meadow Crescent
EDMONTON, Alberta
T6L 2H5

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